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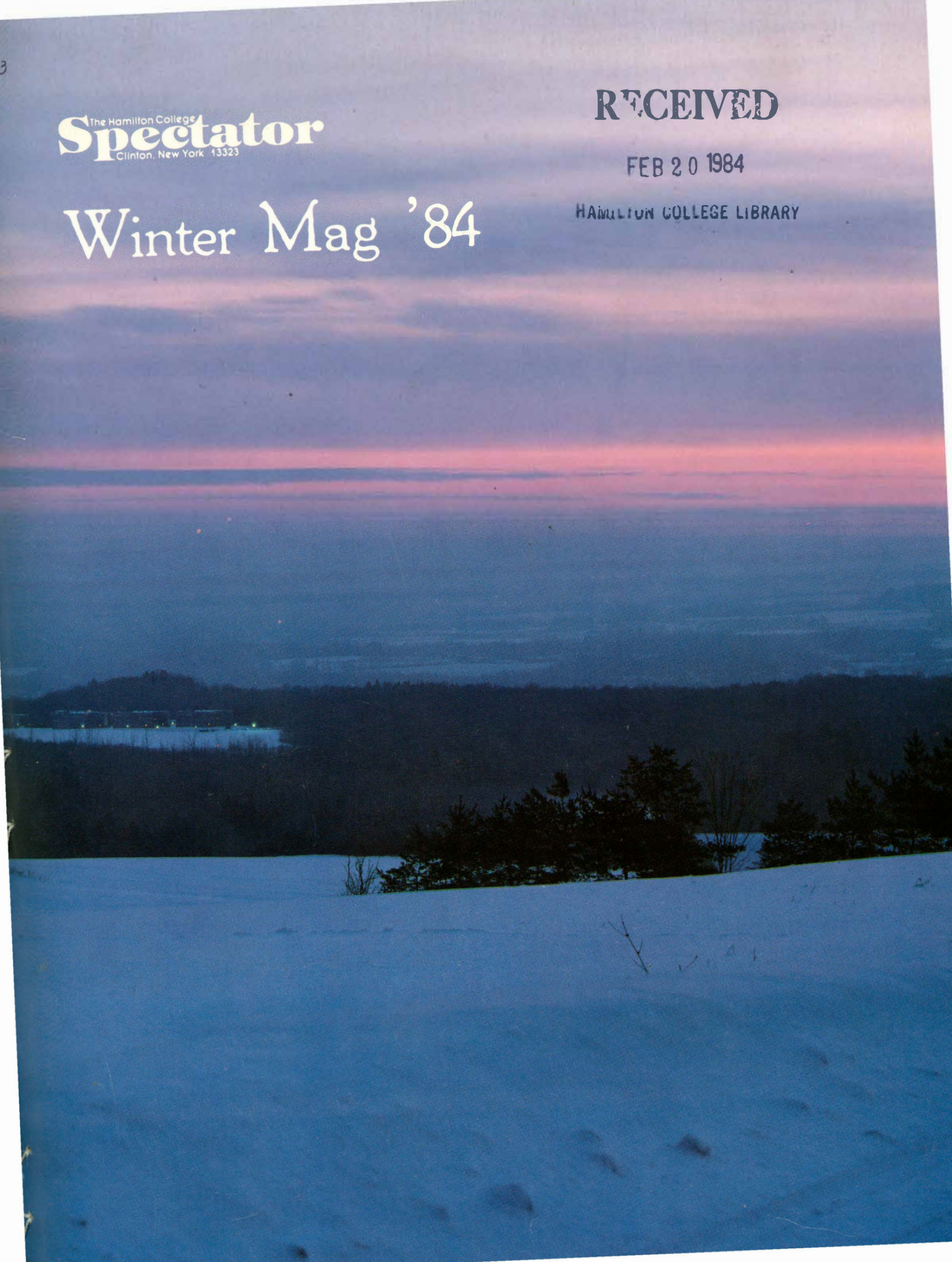

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About this issue

In this, the tenth anniversary issue of *The January Magazine*, we offer you feature-length articles which, we hope, are in many ways more readable, comprehensive and entertaining than those we publish during the regular semester. We realize, too, that it is now February and yet the title is *The January Magazine*. Actually, the longer printing time needed for this type of paper accounts for the delay. So, kick back, open a beer and enjoy.

Just a final word of thanks to such a fine and dedicated staff — I've tried to express my appreciation and admiration, but I'm not very good at such things. So thanks. Hopefully, you all had as much fun as I did.

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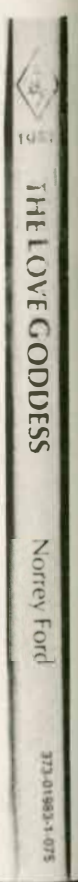

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The Hamilton College Spectator

Nukes in the neighborhood

A comprehensive guide to the nuclear dangers in the area

by Amy Jeanne Biancolli

Holed up on a hill and surrounded by drifts of snow, many of us tend to forget that there is a world outside of the Hamilton Community. We watch the evening news, read *The New York Times,* and debate the issues of world power and national security with the relaxed attitude of intellectuals. We are alone, we think; we are protected. There is a plexiglass bubble separating our campus from the rest of the world. But then, once every week or so, a low, thundering, boom can be heard in the distance, or fighter planes flying information will be spotted early one morning. Such occurances, while very often ignored by most inhabitants of the Hill, are persistent reminders of something that tends to go unnoticed in the heat of our studies — that we share the neighborhood with two very important military installations. The first, Seneca Army Depot, is located in Seneca Falls, N.Y., and at about seventy miles west of Clinton it is the furthest away. Only ten to twelve miles to the northwest, however, lies the source of those peculiar sights and sounds witnessed on campus, Griffiss Air Force Base. In the opinion of some the College is in a highly advantageous, "well-protected" position; for others, our proximity to such prime targets can only be viewed as "twelve miles from Ground Zero." But regardless of how location on the Hill is seen, the fact remains: we are surrounded by a virtual plethora of nuclear weapons.

Of the two installations, the Seneca Army Depot is the most enigmatic. Nestled away in the Finger Lakes Region of the state, the Seneca Army Depot is an 11,000 acre weapons dump for much of the Army's conventional and nuclear firepower. Because it has always been the Pentagon's policy to remain completely noncommittal in discussing Army storage sites, "officially" Seneca hangs in a sort of hypothetical limbo between storing nuclear weapons and not storing them; the Army simply refuses to either confirm or deny their existence at the Depot.

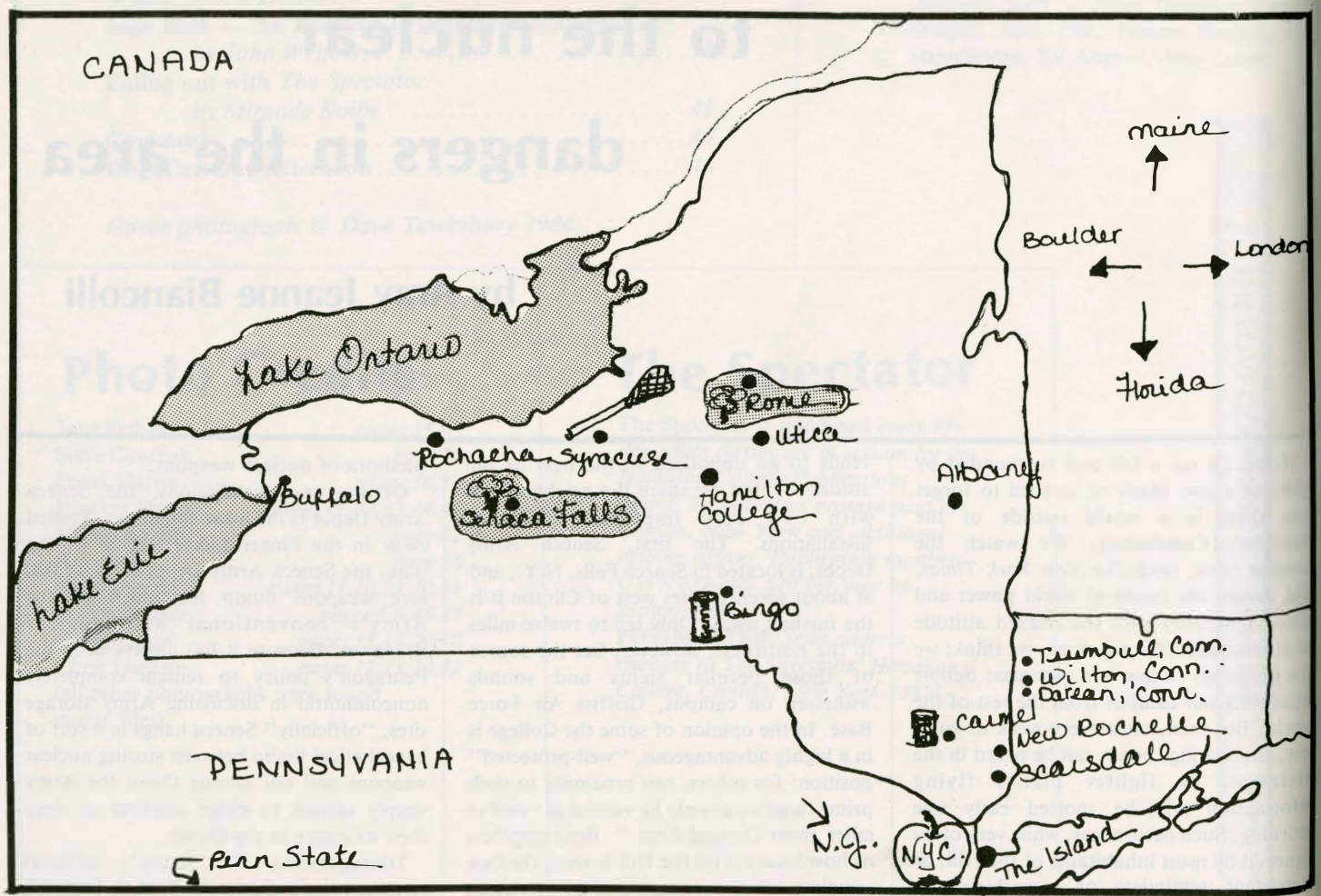
Disregarding the Army's official position, the presence of nuclear weapons

at the Seneca Army Depot has been widely accepted. A recent study conducted by the National Resources Defense Council used government documents obtained under the Freedom of Information Act to show that since August of 1981 Seneca has housed approximately 380 "enhanced radiation" warhead — i.e., neutron bombs. In addition, Seneca's 7000 foot airstrip is large enough to accomodate the most formidable aircraft in the Air Force, and is considered to be one of the Army's most important departure points. Because it is the Army's only East coast facility used for the storage, maintenance, and shipment of nuclear weapons, it is assumed that most arms designated for deployment in Western Europe leave from Seneca — including the controversial Pershing II missiles.

As important as the Seneca Arms Depot is to the United States Army, the Griffiss Air Force Base is at least as important to the U.S. Air Force — and is perhaps of more immediate concern than Seneca to the Hamilton Community. Located only a hike up the road in Rome, Griffiss is both a significant Air Force base and a very likely target in the event of nuclear war — and it does indeed put the campus only 12 miles or so from Ground Zero (i.e. the point of detonation). Because it is of such importance to the Air Force, Griffiss has been designated a "closed base" — that is, it is surrounded by very secure-looking gates, fences, and guards, and it takes more than just a burning desire to photograph planes to be allowed inside. But once within the gates and assigned to a proper escort, Griffiss looks less like a stark collection of planes and bombs, and more like a little militarized housing project of about 4,000 acres and 7,000 people. Besides the standard facilities which one might reasonably expect to find at an Air Force base — e.g. a large (almost 400,000 sq. yards) runway, warehouses, conspicuously placed radar dishes, lots of hangars and lots of planes — the base also has a hospital, a library, and what it terms "morale services activities." Such "morale services" include softball fields, a bowling alley, a veterinarian, and a child care center. In addition, there are restaurants, living quarters, and a "class six" store — i.e., a liquor store. There are rows of perfectly straight streets and lots of lighted intersections which smack of pseudo-suburbia. Indeed, if it were not for the multitude of klaxons and strangely-named streets ("Bomb Alley") the roads that run through the tiny city of Griffiss might not seem very unusual at all.

But Griffiss Air Force Base has not always been such an urban (or suburban) community. First activated as The Rome Air Depot in February, 1942 only a few months after the bombing of Pearl Harbor, its main purpose was at first not much different from Seneca's purpose now: the storage, maintenance, and shipment of arms. By 1951, however, both its title and its role in the military had altered. Following a name change in 1948 (in honor of a Buffalo pilot who was the first U.S. airperson to die in Europe in World War II), the base took on a variety of different functions, including ground communications and electronics development. In 1959 the base's first squadron of fighter planes and its first "wing" of the Strategic Air Command (SAC) which included, then as now, the venerable B-52 bombers, was activated, and in 1981 Griffiss became the first Air Force base to install its B-52's with air-launched cruise missiles.

Griffiss is now considered to be rather unique among air force bases. Although it is not one of the largest bases in the Air Force, Griffiss is unusual in that it is both an important "host" base and one that maintains an exceptionally large number of "tenants." Since 1970 Griffiss has been the



home base — the "host" — for several forces of SAC. According to an Air Force definition, SAC is "the United States Air Force's long range strike force of combat bomber aircraft and intercontinental ballistic missiles. . . ." At Griffiss, the "host" SAC force is comprised of the 416th Bombardment Wing, which must "provide long range strategic bombardment and air refueling capabilities world-wide as part of the strategic air command." The "Wing," as it is commonly called, consists primarily of the 668th Bombardment Squadron and the 41st Air Refueling Squadron. The 668th Bombardment Squadron is a group of sixteen B-52 "Stratofortresses" — a very large (185 ft. wingspan) and very old (about 30 years) type of bomber. The 41st "ARS" consists of between 15 and 30 KC-135 "Stratotankers" (Boeing 707's in disguise) which exist mainly to refuel the B-52's in midair, assisting them on their 12 to 20 hour flights.

Although many Air Force officials complain that the B-52 is outdated, obsolete, and "older than a lot of the kids who are flying it," it nonetheless plays an extremely important role in the effectiveness of the Strategic Air Command — and, as many believe, in the national defense as a whole. Despite the bombers' age and weight, in May of 1979 Air Force officials announced that the B-52's of the 416th Bombardment Wing would be the first to be equipped with air-launched cruise missiles, or ALCM's. The year of 1981 was spent in strengthening and redesigning wings to comply with SALT (Soviet Arms Limitation Treaty) regulations and installing the first missiles that arrived. By December of 1982 the base had achieved "initial operational capability" and now each of the Wing's 16 bombers is equipped with 12 ALCM's apiece — all with hydrogen warheads, all low-flying (to avoid radar), and all capable of finding their targets more than 1500 miles from being launched. By the time installation is complete, each SAC B-52 will carry eight more cruise missiles — a total of 20 per plane, 320 overall.

Although the Strategic Air Command may be the only home-base force at Griffiss, the base is actually better known among Air Force personnel for its unusual number of "tenants," forces or facilities which reside at the base, but not as "permanent occupants." Included in such tenants are the 49th Fighter Intercepter Squadron — between 15 and 25 F-106 "Delta Darts," fast little planes that provide air defense for the Northeast — other flying and training squadrons, and the Rome Air Development Center (RADC). Officially, the RADC "has the responsibility for discovering and conducting new methods of processing electronic intelligence and reconnaissance information and of developing improved communications, surveillance and information technology." The RADC employs between 900 and 1000 civilian technicians who devote their time to constantly updating old electronic detection devices and developing new ones, such as the radar display screen, and it is the largest operation of its kind in the Air Force. In addition, Griffiss is home for the 24th NORAD (North American Aerospace Defense Command) Region Air Division, which has as its responsibility the air defense and radar surveillance of the entire northeastern United States. It employs the Regional Operations Control Center (ROCC) — a giant "eye in the sky" which can "see" anything within a radius of about 5,000 miles.

If that sounds like an overwhelming amount of hardware to have in one's back yard, perhaps it is — and perhaps the role that Griffiss plays in the city of Rome should be considered. Griffiss has an annual budget of almost three hundred million dollars, over 150 million of which comprises the payroll. Of those employed (7200) about 3200 are civilian — a figure which makes Griffiss the single largest employer in all of Central New York. This, combined with the fact that the base's military personnel have "infiltrated" the Rome private sector, engenders ambivalent feelings among some Rome residents. "People don't want to see anything happen to the base, because it still employs civilians," explains one Rome resident. "Rome would be a ghost town if it weren't for Griffiss."

The base itself acknowledges some degree of economic dependence in its relationship with the city of Rome, but they also credit themselves with having a good community relations program. They cite participation in scouting programs, toy drives for underprivileged children, and contributions to the United Way. "There are just good relations between the base and the city of Rome," explains Media Relations Officer Carl Sahre. "I've been in areas where there is a lot of animosity between the installation and the city, but not here. There's a closeness with the community that you

might not find at some other bases."

Despite such economic dependence and "good relations," both Griffiss and Seneca have had their share of openly anti-military and pro-freeze demonstrations. In July and August of this summer, the Seneca Arms Depot was the site for the widely publicized "Women's Encampment for a Future of Peace and Justice," a group of approximately three hundred women between the ages of 3 and 72 who lived on a 52-acre farm surrounding the Depot. For the last two months of the summer the women slept in tents, staged demonstrations, and caused general aggravation for the Seneca officials.

Griffiss, too, has experienced a great number of demonstrations over the course of its 41-year history, the latest of which have been inspired by the installation of the cruise missile. The most recent incident occurred less than two months ago, when a group called the "Griffiss Plowshares Seven" broke into a hanger, spray-painted anti-cruise missile slogans on the walls, and did approximately $80,000 worth of damage to B-52 engines and bombay doors. There have also been a number of demonstrations protesting the concrete "igloos" which contain spare parts and extra cruise missiles, and which are believed to give off radiation, dotted across the base. A lot of people, it seems, have a lot of bones to pick with the military.

But bones or not, Griffiss remains twelve miles northwest of the Hamilton campus, and Seneca remains 70 miles to the west, and chances are the two will stay where they are for a very long time — B-52's, cruise missiles and Pershing II's included. For the American military and its supporters, the installations represent important, almost irreplaceable facilities; and for the neighboring communities, they represent a source of employment. The issues may be debated, argued, and pounded into the ground by warring clans of campus conservatives and liberals, but the results will always be the same. Griffiss will be there, Seneca will be there, and those little fighter planes will be spotted every now and then, flying information over the clear-blue plexiglass bubble that has swallowed up our campus.

Eating disorders:

Are they a problem at Hamilton?

by Laurie Semple

Tara entered the dining hall and carefully chose a seat away from the other students. She was special, and anyone who wasn't as extraordinary as herself wouldn't understand her. Tara was especially pleased with herself today — the scale had read seventy-eight pounds that morning. She had to wear three sweaters to keep warm and to hide her protruding bones from her friends, but she had never felt better. She would simply lose a few more pounds to flatten her stomach and to shed that extra fat from her hips. Then she would be perfect. Tara pushed the food around her plate and managed to eat four bites, while maneuvering the rest so it looked like she had eaten. She ate each tiny morsel without once allowing her lips to touch the fork. She smiled as she thought of vomiting to cleanse herself of those disgusting calories.

Tara is a fictional character. Her problems are very real. She is suffering from an eating disorder known as *anorexia nervosa*, and she is starving herself to death. Once rare, it now afflicts an estimated 300,000 women between the ages of twelve and twenty-five. This number is even higher with the inclusion of those suffering from *bulimia*, a related disorder. Bulimics gorge on food and then purge themselves violently by forced vomiting or the use of laxatives. What is behind this behavior? Essentially, a fear of fat which develops from any number of other problems, usually unrelated to food. This fear certainly exists at Hamilton and in other similar communities.

Anorexia was first noted over a century ago by an English physician; since

Bulimia . . . a fear of fat which develops from any number of problems . . .

then, it has attracted the attention of physicians, psychologists, psychiatrists, and the media. Since Freud, psychiatrists have viewed anorexia as a symbolic rejection of sex: starvation eliminates womanly curves and stops menstruation. The current emphasis, however, is on the problems patients have in establishing personal independence and growth within their own families. The "typical" anorectic is a talented, young, white woman — 95 percent of anorectics are women — from a close-knit family and a middle or upper-middle class home. Considering the similarity of this profile to the relative homogeneity of Hamilton's student population, clinical psychologist Dr. Don Muilenberg notes that anorexia "occurs more on this type of campus than on other campuses." Significantly, an important feature in defining class is the control of food. Now, however, there is also a scattering of men, blacks, young children, and low-income victims. An incredible paradox is that the disorder is nonexistent in Third World countries, where food is scarce.

Bulimia is a related adjustment disorder, which psychological counselor Jan Fisher describes as "debilitating, both psychologically and physiologically." Recent studies suggest that one out of five women in college is engaged in some form of bulimic behavior; consequently, bulimia may affect as many as ten percent of all college students. Bulimia is usually characterized by a small weight fluctuation, though extreme weight loss or gain is sometimes possible, and may develop from anorexia or may simply be triggered by a diet, according to Fisher. Thus, the vulnerability to bulimia is relatively great considering that a staggering eighty percent of adolescent girls have been on a diet by the time they reach their eighteenth birthday.

The causes of eating disorders are difficult to ascertain. There is no single cause of anorexia; instead, a combination of societal factors influence one's eating behavior. There are powerful pressures in Western society for women to be thin. Studies indicate that seventy percent of women in Western culture feel they are overweight; this is based in part on fashion magazines, which present gaunt models as the ideal female form. Many parents set excessively high achievement standards for their children or attempt to exert too much control over their lives. A sense of power is attained by the anorectic, whose illness enables her to control her diet and her body, and to manipulate family and friends. Anorexia may also signal a withdrawal from adult sexuality and responsibilities. It is often a cry for help in troubled families; with all of the togetherness in a close-knit family, parents tend to deny the separate identities of their children.

Muilenberg feels that significant media attention in recent years has made anorexia

. . . one of five women in college is engaged in some form of bulimic behavior. . . .

the "trendy disorder" at the present time, facilitating its development in vulnerable people. He also notes, however, that the incidence of eating disorders on campus peaked two or three years ago. He suggests that perhaps Hamilton is "getting over" these afflictions, but he stresses that it is too soon to draw conclusions.

Though anorexia is both psychologically and physically life-threatening, years of untreated bulimia also cause serious medical problems. Identified as the binge-purge syndrome, bulimia is a "learned behavior," explains Fisher. On college campuses, bulimic activity for some may include "pigging out" and vomiting every weekend, "just for fun," while others are more seriously affected. Food becomes an addiction for bulimics, who often spend an inordinate amount of time and money to support their "habit." *U.S. News & World Report* (8/30/82) describes one young woman who became bulimic after losing thirty pounds as an anorectic. She ate incredible amounts of food, even to the extent of picking through garbage cans. She started shoplifting food and laxatives when her "habit" became to monetarily demanding. She was vomiting ten to twelve times daily, so much that the acidity of the vomit was eating away most of her tooth enamel. Though bulimia is "easier to disguise," says Fisher, it is also easier to treat than anorexia, since the patient is already physically and emotionally capable of eating.

The sooner eating disorders are diagnosed, the faster they are cured. Early detection reduces the need for costly hospitalization and forced feeding. Anorexia has several distinct warning signals:

1) obsession with food and calories, but avoidance of eating in the presence of others;

2) development of eating rituals that are merely eccentric (organizing food on the plate or cutting it into small bits) or seriously disturbed (trying to swallow spoons or electric cords to induce vomiting);

3) consumption of diet soda, sometimes up to a case per day;

4)an inordinate amount of exercise, and refusal to eat until an exercise goal is reached;

(5) increasing social isolaton; and

(6) cessation of menstration.

The bodies of untreated anorexics become starved for calories and eventually start feeding on the protein in their muscles. Weakening of the heart muscle can lead to rhythmic irregularities, and prolonged starvation can actually change the heart size and shrink the brain. Continued lack of menstruation may permanently damage the reproductive organs. Bulimics develop ulcers, hernias, and dependence on laxatives. Many lose their tooth enamel to

the sooner eating disorders are diagnosed, the faster they are cured. . . .

stomach acid. Both anorexia and bulimia destroy the body's delicate balance of electrolytes — particularly potassium — which can also cause serious cardiac abnormalities.

Muilenberg stresses, however, that psychiatric therapy has demonstrated considerable success in treating these disorders. In his sixteen years at Hamilton, he recalls only one case requiring eventual hospitalization. He also emphasizes that one cannot "catch" eating disorders like a contagious disease, despite their almost communicable nature among dieting friends.

Evidence indicates that the most successful treatment is a combination of psychological counseling and medical care. The brain chemistry of some bulimics shows a marked similarity to that of patients with certain forms of depression. The urge to binge seemed "turned off" when these patients were treated with antidepressant drugs. Medical care, however, usually follows counseling and is often unnecessary if psychiatric therapy is successful. According to Medical Director Dr. George Miller, the Health Center does *not* treat the medical aspects of anorexia or bulimia, which either improve with therapy or worsen so much as to require hospitalization. Fisher and Muilenberg treat eating disorders by discussing unhappiness, *not* the eating problem. Some students are referred to the Health Center by the Dean's Office or the Women's Center, but the Health Center does not actively or routinely communicate with the administration about such cases, thus maintaining confidentiality. The administration is not formally alerted to the status or incidence of eating disorders on campus, but resident advisors and head residents are taught to watch for the warning signals.

Fisher has found that her patients reveal their disordered eating habits usually after coming to see her regarding other problems. The major problem in treatment is that anorectics and bulimics develop a distorted perception of themselves. Most vastly overestimate their body size. The relief in giving up the self-denial of a diet is not even an issue with eating disorders. Any violation of self-imposed harsh rules creates guilt for having given in to the vulgar demands of the body, and victims condemn themselves to even more rigid starvation, thus perpetuating a vicious cycle. Muilenberg pointed out another problem: anorectics and bulimics thrive on the attention of others, and they fear that to "give in" to treatment would be to relinquish that manipulation. Muilenberg speculates that for every Hamilton student involved in therapy, there is probably another remaining untreated. Lately, however, there seems to be a certain social respectability about having eating disorders that leads more people to seek treatment. Singer Karen Carpenter died of heart failure after a twelve-year obsession with her weight. Cherry O'Neill (entertainer Pat Boone's oldest daughter) just wrote *Starving for Attention* about her ten-year battle with both anorexia and bulimia.

In addition to O'Neill's book, there is also a considerable amount of other informative reading material available: "A Deadly Feast and Famine," *Newsweek* (3/7/83); "Anorexia: The 'Starving Disease' Epidemic," *U.S. News & World Report* (8/30/82); *The Golden Cage* by Hilde Bruch,M.D.; *Starving to Death in a Sea of Objects* by John A. Sours,M.D.; and *The Best Little Girl in the World*, a novel from which a television movie was adapted.

Since anorexia nervosa has been publicly recognized and dealt with as a major problem, Jan Fisher is now interested in the concerns of bulimics. She is currently attempting to coordinate a support group for bulimic women in conjunction with a Utica therapist. If all goes well, the program will consist of ten weekly three-hour sessions during the spring term and will be offered both in Utica and on the Hill, to provide a heterogeneous group for more successful therapy. These plans are still being developed, however, and details will be forthcoming in announcements in future issues of the *Spectator*.

Though anorexia and bulimia are "definitely occurring," according to Fisher, Dr. Muilenberg feels that there are actually fewer specific contributing factors here at Hamilton than at other institutions. He feels noted that there is less emphasis on attractiveness and glamour as an integral part of this college community than at other more fashion-oriented schools. He also credits to a degree the recent emphasis on women's athletics with controlling concerns about fitness. Fisher, however, believes that where people are "concerned with their identity and the meaning of thinness to a women," these afflictions will continue to occur. Perhaps the most comforting statistic of all is the fact that older literature once reported a mortality rate of over ten percent in eating disorder cases. Today, with improvements in treatment techniques, fatality occurs in fewer than one percent. It is not wrong or horrible to have an eating disorder, and it is more of a problem for some than for others, but *it is treatable*. Persons concerned about themselves or others are strongly encouraged to contact the counseling services of the Health Center. The faster it is treated, the faster it is cured.

Warning Signals for Anorexia

(1) obsession with food and calories, but avoidance of eating in the presence of others;
(2) development of eating rituals that are merely eccentric (organizing food on the plate or cutting it into small bits) or seriously disturbed (trying to swallow spoons or electric cords to induce vomiting);
(3) consumption of diet soda, sometimes up to a case per day;
(4) an inordinate amount of exercise, and refusal to eat until an exercise goal is reached;
(5) increasing social isolation; and
(6) cessation of menstruation.

1984, not *1984*

by B.J. Goldstone

By now the verdict is in. After the predictable glut of articles on George Orwell's vision of the present year, a general consensus of opinion can be discerned: we may have reached 1984; but we haven't reached *1984*. The totalitarian society he warned us against is not here. But. . .

. . .we are closer. Maybe. No one is certain. Are we living in a more restrictive society than existed in 1948, when the book was published? Are we, indeed, unaware of the extent to which we have been brain-washed into a choiceless society? These questions are nearly rhetorical; their answers are not obvious. I certainly don't pretend to know better than anyone else, but perhaps I can at least look more closely at the questions to determine their accuracy. To me, the ultimate horror of Orwell's book is the complete removal of not only an individual's choice, but also his/her will to choose. When choice is eliminated, anything that makes us human is eliminated with it.

With increasing regularity, others are making choices — important choices — for us. Since beginning to think about this article last November, I have begun to realize just some of the doubtless myriad of choices that have been made for me by others, either on the assumption that it is what I want or that it is good for me. We must become aware that these choices are being made if we are to avoid being dominated by them. Passivity is our worst choice, because it is a choice to remain without the power of decision.

Last year the Nobel Prize for Literature was given to William Goldman. It was a controversial and questionable decision on the part of the Swedish Academy which

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SIGNET CLASSIC

GEORGE ORWELL 1984

WITH A SPECIAL PREFACE BY

WALTER CRONKITE

prompted one of its members, Arthur Lundkvist, to an unprecedented move: he publically denounced the vote on the grounds that Goldman was "decent but hardly in the Nobel Prize Class."

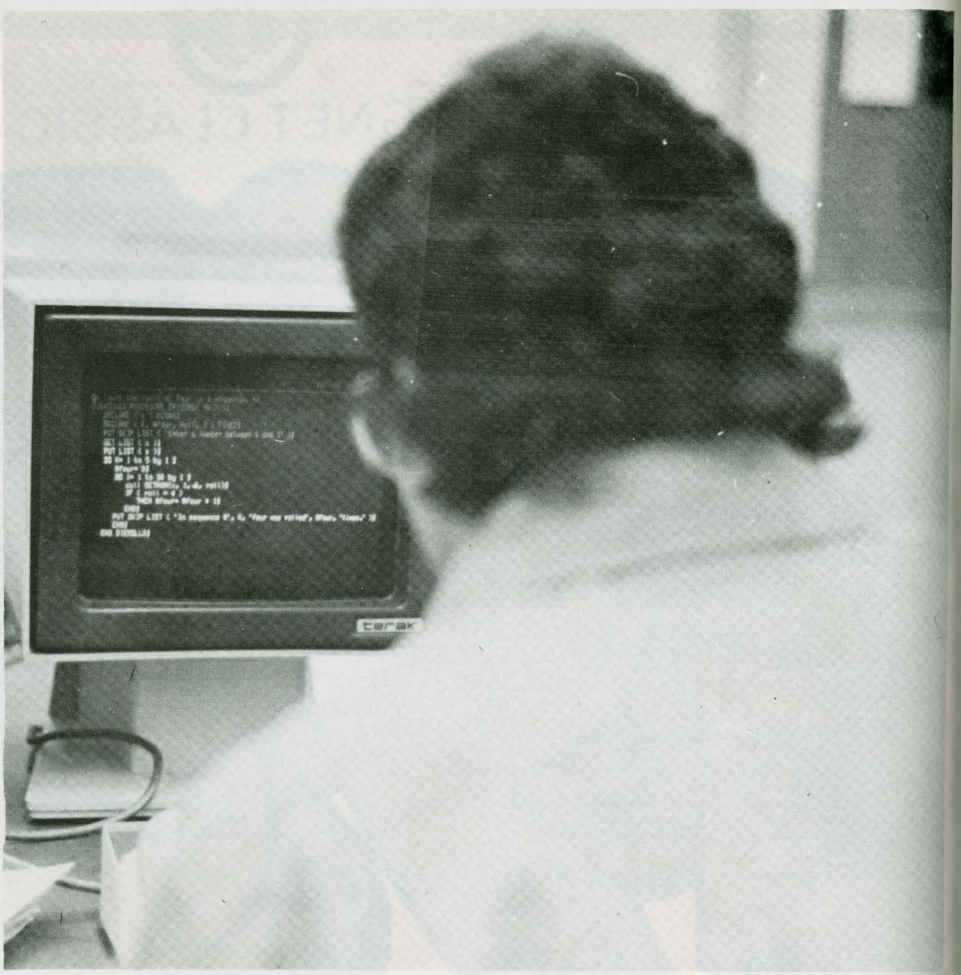
This opinion of Golding's literary merit has been shared and voiced by many since the decision. In a recent article, John Vinocur puts the dilemma succinctly: "...whatever a writer's merits, it usually takes something more (or less) than marvelous books to win the prize." It has becme a political choice passed off as literary acknowledgement.

Golding is an insidiously political choice. Though I cannot be certain of their reasons, several facets stand out. Golding is Western at a time when the Academy would be best served by strong affiliation with the West. Also, and far more importantly, all of Golding's larger writings, and especially *Lord of the Flies*, for which he is best known deal with the destruction of groups through their own rule. I cannot imagine a more fundamental attack on Communism.

Is this why the Academy chose Golding? If not, why? Whatever reason, it seems surely political, not literary. So, what the Academy is, in fact, choosing for us is a political representative of their beliefs. They tell us that Literature is Politics. This statement is as bad as Orwell's own examples of Newspeak slogans in *1984*: "Ignorance is Strength,""War is Peace," or "Freedom is Slavery." Though there is certainly a link between politics and literature, paring the question down into this sort of statement of equality is meaningless jargon, unconvincing and dangerous — dangerous because it leaves us with a choice made for us for hidden, incongruous reasons.

A more important example of others making hidden choices is that of the media. Now, no one is surprised to find that the media chooses what will be covered. I hope it is fully apparent that news is only factual insomuch as it is chosen. That is, it is a fact selected — other facts, angles, and impressions have been necessarily ommitted. However, I think that there has been an increase in the speed at which media is making choises. Media believes that the public has an incredibly limited attention span. Whether or not this is true, that is the market they serve. They package news in appealing colors to *sell*. What is old doesn't sell, so they leave important topics by the wayside simply because "no one wants to hear about *that* anymore."

No one wants to read an article on Wife Beating after *Time* has done their cover story — that's all there is to it, right? No one cares to hear any more about AIDS, it's over, isn't it? No one really wants to rehash Nuclear Freeze after *all that* discussion after *The Day After*. Once a subject is covered, it is dead. Media doesn't illuminate problems — it blinds them with a bright flash and then leaves them to beg for support.



I realize that this is general, but I'm talking about trends. Frightening trends. When she spoke here, Adrian Rich said that following news today was like watching a film speeded up — impossible to understand because it all goes by too quickly. Blink and you miss it. But the "it" isn't gone in the world, it's just gone in print.

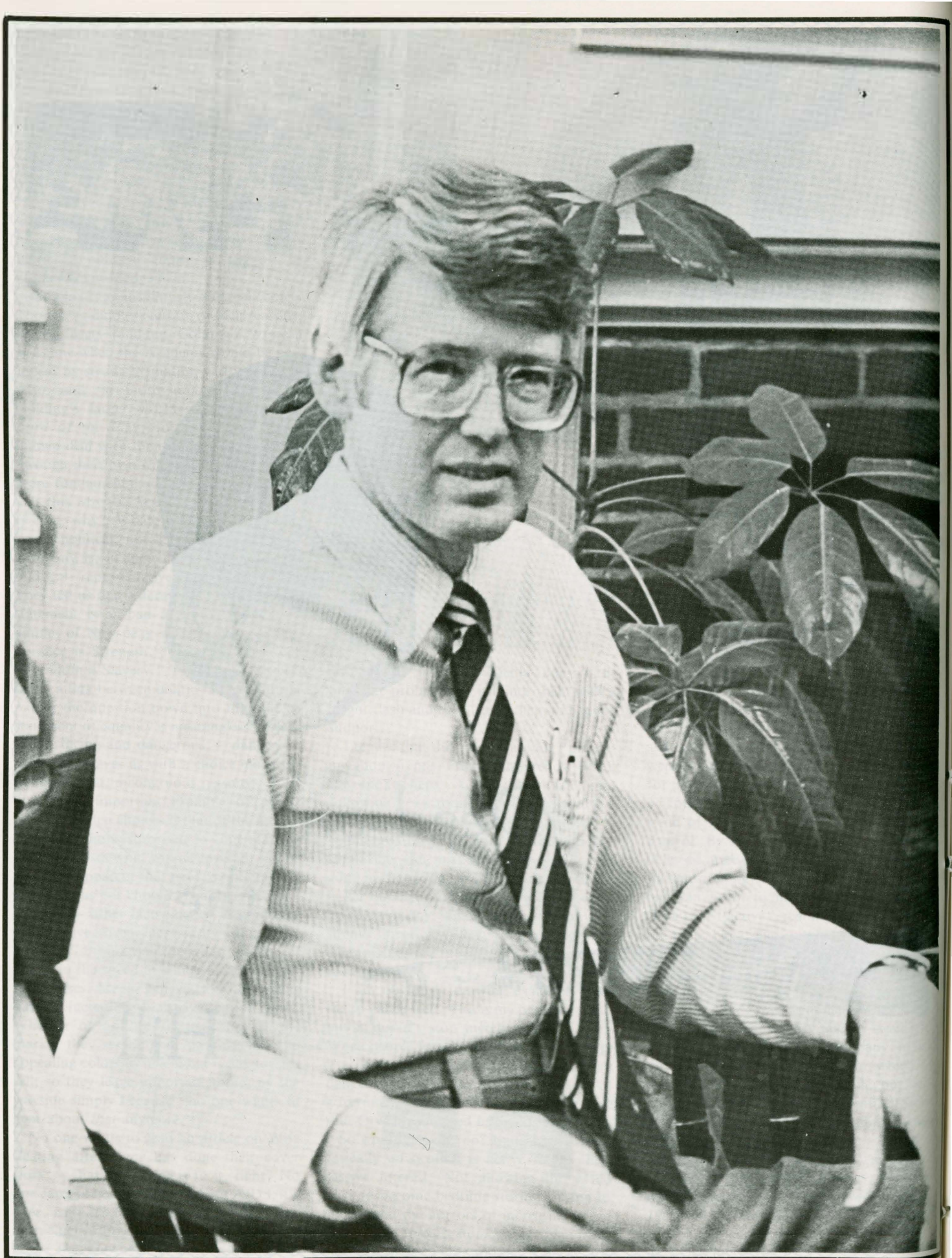
An article on conservation seems nostalgic today. God forbid that anyone should mention ERA. Or gun control. These issues are media-dead, but certainly unsolved.

I am obviously drawing examples from the so-called Left. This is my personal slant, but it doesn't stop merely with the Left. When people forsake their choces, or simply accept others' without thinking, there is a dangerous trend towards just the sort of government (or other controlling body) rule that Orwell cautioned us against.

So what does one do? I guess what I am basically advocating is active rather than passive interest. Not allowing the 11:00 news to become bedtime stories. Trying to understand the horrors of increasing crime by listening to each story, rather than leaning back to say "Oh, another robbery" or "just another murder." I am certainly no master at this. It is hard to resist being lazy. But since I began thinking about this article, I began to realize that what I had assumed were choices being made for me, were in some ways really my own choice for passivity. There *are* articles on AIDS to be found, even if they are on page B7 instead of A7. There *is* information on gun control. By simply watching for them, articles do appear about last month's trends. By questioning *any* list of choices given, one can begin to make separate choices. (From an "active" reading point of view, the typical year-end outpouring of "year's best" lists seemed especially sinister. Who are these people who are telling me what to like?)

Orwell's *1984* was written not as a prediction, but as a cautionary tale. A twentieth century moral fable. There are many, many themes and warnings therein which I haven't been able to even touch; but certainly the issue of choice is essential to the book's message. The active reading I suggest is not activism (though it is a valuable tool for it). It is one way to be aware of the choices that we do have, and those of which we have been deprived. No, we are not in *1984*, but even when the year is over we will still have the problems. *1984* doesn't end next December 31st.

Dead on the Hill



Twelve questions with Carovano

The president talks about Hamilton and himself as he finishes his tenth year in office

J. Martin Carovano has been president of Hamilton College for nearly ten years. Raised in California and educated at Pomona College and Berkeley, he came to Hamilton in 1963 and has been here ever since, except for one year ("I think it was my fifth"), which he spent in Washington, D.C. working for the U.S. Treasury. In 1971 he was tapped by then-president John Chandler to become the College's chief financial officer. A few years later, when Chandler was offered a position at Williams College, the trustees asked Carovano to act as president until a search for a new president was completed. A candidate was found, Joseph Cisco, but Cisco declined at the last minute. Another search was conducted, and Carovano, who had changed his mind about becoming more than just acting president, was given the nod.

On the occasion of Carovano's tenth anniversary, The Spectator *took the opportunity to chat with the president of Hamilton College. We talked about faculty, frats,* the *merger, the future of Hamilton, and the future of Martin Carovano. This last topic was the only series of questions Carovano couldn't answer confidently. He told us, "I don't know what I'll do when I grow up."*

When we went back a few days later to get some pictures, Carovano said he had one qualm with what he had said in the interview. "I don't think I made it clear that I like what I'm doing," he told us. And so, without further ado, the Spectator *interview with President J. Martin Carovano.*

Spectator: President Carovano, in your tenth year as president of this college, what have been the changes in those ten years that you felt have most improved the college, and, conversely, what have been changes that have hurt the college?

Carovano: Oh my. The problem with trying to answer a question like that is that one's first answer will be the one that, you know, will be the first answer, then you'll think about what the answer should've been three days from now. What have been the changes in ten years? Well, there have obviously been a great number of changes, some of which are changes which have been independent of the environment, just changes made here, and other changes of course that from my mind are things that have changed outside of us.

I suppose the major change when you think about what's happened here in the last ten years is the combination of the two colleges, bringing full coeducation to the Hill. I think that that change was a major one. I think that for the most part the coeducational institution is stronger than the coordinate institutions were, but I'm not about to say that there were not some things that were of value in the coordinate setting that are now gone. So I think by and large the coming of full coeducation has been a positive event. But some things were lost.

There have been some physical changes, of course, that have had nothing to do with that. Improvements in campus facilities, some major improvements like Johnson Hall. I know that we have begun attracting students from a wider geographic area. The percentage of students coming to Hamilton from New York has fallen. That's by design; we think that's desirable. Diversity of representation, geographic at least, that's a plus. I think that the faculty has become also more heterogeneous, mainly in the most obvious ways, like gender. There's a much larger representation of women on the faculty than there was ten years ago.

Spectator: What about race? That's a question in many people's minds.

Carovano: OK. In terms of the composition of faculty I suspect it's improving over [the way it was] ten years ago. But obviously we do not have significant representation from

minority groups as that term is typically applied. I don't think it's from a lack of effort. We've worked hard to see to it that the faculty represents the population at large, the population of faculty at large. We just haven't been that successful.

The same should be said with respect to students. That is, the percentage of students from minority background is not high either, and we've worked hard at that. Maybe, well I'm sure there are additional things we can do, but we know we haven't — we don't have as significant a representation of students from minority backgrounds as is represented out there in the student body of the country, and we'd like it to be higher.

So, I guess in general I would say diversity is greater in the faculty and the student body than it was ten years ago, but it's still not all it might be.

I think the faculty has always been primarily a teaching faculty here. I think there was stress by the institution in the past of faculty members to remain engaged with their own scholarship. Many did it independently; the institution has put a greater emphasis on it in the last ten years or so, maybe even before that. I think now the faculty generally is still primarily a teaching faculty, a very effective teaching faculty. But there's a greater amount of scholarly work going on. And I think that's a plus because in my view a faculty remains effective as teachers, or let me put it another way: it is *more* likely that faculty will remain effective as teachers if they remain involved with their scholarship.

Our financial situation continues — we remain fortunate financially. We've been very successful over the last ten years in raising money for the college for both capital projects and for additions to endowment and for current operations.

Spectator: So, overall you think the situation has definitely improved.

Carovano: Yeah, I think Hamilton has been for quite some time one of the more fortunate institutions in this country. I think that was true fifteen years ago, and I think it's true now. I think our situation if anything over the last ten years — we've gained in strength and we've done so in an environment which has been challenging to say the least. The primary challenge of course is a demographic development where the number of college-age students has been declining, so the competition for them has intensified, and even with that we've still come out very well.

Spectator: Many people are unsure of exactly what you do as a college president. What are your jobs? What does an average day consist of?

Carovano: Well, you know, I am formally the chief executive officer of the institution. From the point of view of the outside world that means I speak for it. So that if I have one clear responsibility it is to be the spokesperson for the institution to the outside world. I'm also responsible for the administrative operation of the institution. So I have a number of administrative colleagues with whom I work to see that administratively we account for what we must. So in terms of my time I'm frequently with those people, that being the dean of the college, the dean of students, the vice-president for communication and development, the vice-president for administration and finance, and the dean of admission. I'm frequently talking with those people about the things for which they have first responsibility, but for which I have a share of responsibility. So I spend a lot of my time talking to them either by telephone or in meetings.

"But I'm here, I'm accessible. Rarely do students ask to see me."

There are also many things that are hard to describe, that require me to be directly involved. So that I'm meeting with students not very often, or faculty more often, or administrators other than the five that I mentioned, about specific issues. For example, the committee on appointments has been dealing with an issue of what is called "institutional considerations." That is, what is taken into account in making personnel decisions other than the individual's merit, especially decisions on faculty. And it's quite clear that as you're making a decision on a faculty member, especially if it involves tenure, you should be taking into account not only his or her qualifications as a teacher and scholar in serving the college, but also what tenuring such a person means for that department over the long run. So that committee and I and the dean have been talking about this for months off and on.

There is an area that a president of a small college is directly involved in that the president of a large institution wouldn't be. And that is individual personnel decisions. That is, the president of the University of Pennsylvania is more involved in being the spokesperson for the institution to the outside world than I am. He is much less involved in personnel decisions than I am. So I am deeply involved in all personnel decisions — the hiring of faculty, the hiring of administrators, the reappointment of them, and tenure decisions. And in many ways I view those decisions, especially on the faculty, as being the most important decisions I make. Because the quality of the institution, when all is said and done, depends on the quality of the students and the faculty. And to the extent that I make mistakes in decisions about faculty, those mistakes will have an impact on the institution for years to come. And to the extent that I make good decisions (they) will have an impact and influence on the quality of the institution for decades.

Spectator: Some students feel that you're not as visible on campus as a small college president should be. They think you should be seen and heard as well as read in your letters. How do you respond to that?

Carovano: It's a tough one. I think students believe that probably on every campus. I remember a cartoon that was in *The Spectator* that had been taken from another college newspaper, one of the NESCAC colleges. I don't know which one. The cartoon was, in effect, a news flash because the president had been seen in the bookstore and hadn't been seen on campus all year.

As I said I think it's a very common complaint; I think it arises in part from a misconception of what the president's role is and what his relationship to students ought to be. There are very few things of concern to students that they ought to be seeing me about. That is, most of their concerns having to do with their academic work they should be seeing faculty about. With other matters that concern them, there are various administrators who are responsible for those things — the students should be seeing them. So there are very few things that they need to come to me directly for.

As far as speaking to them and being available to them — let me speak to the latter. I'm here a good deal of the time. I may be away 25 or 30 percent of the time, I don't know. It usually comes in bunches. But I'm here, I'm accessible. Rarely do students ask to see me.

We've tried in the past various mechanisms to make me accessible. Open meetings sponsored by the Senate monthly, go to coffee at Bristol Center every Monday at three — typically, at the first open meeting there'd be a handful of students and the student Senate, at the next meeting the Student Senate members would be complaining about having to come because there was nothing to talk (about). So there's this question of my being visible or being accessible, but it's not quite clear what students want me to be visible for or accessible for. As far as plain old visibility, when I press students on that one — am I seen at concerts, am I seen at athletic activities, am I seen at talks — I daresay I go to more of them than most students do. Individual students.

So I've made it clear to presidents of the student government, to *Spectator* editors, that I'm at their disposal, but they have to tell me how they want to use me. When we've tried things, success has been modest. And I could say maybe that's my personality. Maybe if I were more entertaining, people would come to meetings, but that's something you can't do a lot about — if that's the issue. I don't think that's the issue.

There was period when I spent a great deal of time talking to students. It was two years ago when we were talking about the fraternities. I believed that the only way I could get a good sense about what the students thought about that issue was to talk directly to [them]. And so I did that.

Spectator: Well, let's talk about fraternities then for a while. What do you think is their role — are they being phased out, are they obsolete on this campus, is it so evil for them to provide social life?

Carovano: With respect to fraternities, I see fraternities being a perfectly acceptable option for students here. In my positon with respect to fraternities, in taking a position I bear in mind the fact that the houses are privately owned facilities and your organizations are private organizations.

I believe it would be entirely inappropriate for the college as an organizzation to have facilities to which students didn't have access on the basis of some procedure which was even-handed — lottery, what-have-you. We own the South Tower, if you will; I believe all students should have essentially an equal shot at South Tower. That doesn't mean everybody's going to live there, but it does mean that there's no, you know, there's a lottery and everybody gets a fair shot.

I know of course that all students do not have equal access to fraternities, but they're not college facilities, and it's that distinction that enables me to accept the fact that all students have access to them. So that's in my mind as I think about fraternities.

So I see them as a perfectly acceptable option available to students; I accept them as they are in large part because they are *not* college organizations and facilities. I believe that what we're responsible for, what is [the college's] must be equally available to all.

What their future is will depend on them. We have made a part of the decision that we took a couple of years ago which was to say that since they are private organizations and privately owned facilities, they must maintain their own affairs, can't lean on the college, look to the college to collect their bills, pay their bills, do various things they should do themselves. If they do those things which they must do to survive successfully, they'll survive.

Spectator: But you don't feel one way or another about them in terms of taking them off the campus. You're leaving it entirely up to them.

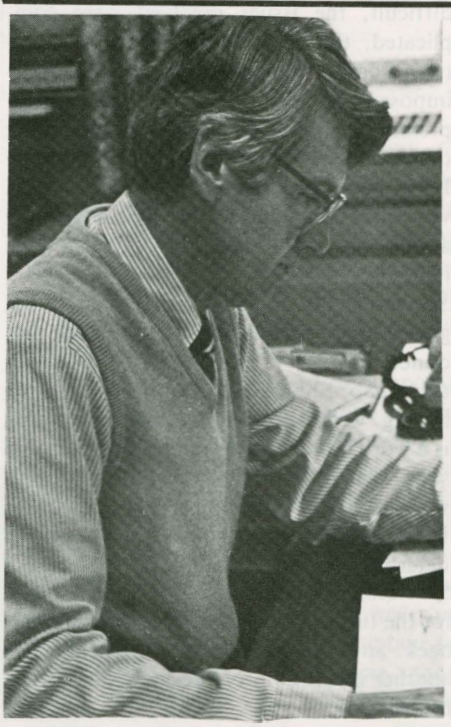
Carovano: Yeah, it's a power I don't have.

Spectator: Moving back to academics then, what do think is the most pressing academic problem facing the college now? That could mean a department that's suffering or something like that. What is hurting the institution academically in terms of fulfilling the liberal arts tradition of this school?

Carovano: I suppose at the moment — well, I don't believe we're in terrible problems in any area. I believe we are remaining consistent with our "mission," if you will, in the liberal arts. I think that we have to continue to reassess what that mission is and how we best can carry it out. And the commission on curriculum that's now working as a faculty group of four plus the dean is attempting to do that. What is it you're trying to accomplish and how you go about accompishing it — I think an institution has to continually ask itself that question or you're in danger of, sort of, well, you're in danger period.

I believe that there's an important role for a liberal arts college to play. I believe in general that we are quite effective as a liberal arts institution. I don't, however, believe that one can become complacent about that; you have to continually ask yourself about your effectiveness and the mission you're trying to serve. I believe that one part of that is using the resources that are available to you in the most effective way. And we have limited resources just as everybody else. For example, right now I can go out on the street here and I can get faculty to express concern and students to express concern about the number of faculty and shortages of faculty in particular departments; faculty salaries of individual faculty members not being what they ought to be; and inadequacy in financial aid.

"I believe we are remaining consistent with our 'mission,' if you will, in the liberal arts."



Three problems that could be solved instantly if you had nothing but money. But you have to make choices. We could pay all faculty less and have more faculty, or we could have fewer faculty and pay all those that are here more. Or we could cut back on financial aid and have more faculty and pay them more. But, you know, you are trying to move down the middle if you will.

There are departments which are stretched. We have to try and figure out if there are other departments where we can move faculty positions when opportunities present themselves. We're not unaware of those kinds of problems. We're just faced with reality, if you will, faced with limitations. In terms of major problems, I believe that we're as fortunate as heck, but that's not to say that everything's perfect — it's not. Faculty salaries are not as high as we'd like them to be, some departments are stretched — I would believe that the most likely way we're going to be able to resolve some of those problems [is to] reallocate faculty positions around.

I think we need to talk in this community, the faculty in particular, to do more our mission, and how we're going to accomplish it. I think we need to be talking about [it] all the time.

Spectator: When you talk about communication with the faculty, don't you think you should also talk about communication with the students as well? What are their concerns about faculty appointments — the goings-on in any specific department?

Carovano: Absolutely. We do attempt to gain from students information about the college, about academic programs. We try and get it various ways. I'm not sure students are as aware of it as they ought to be about how important some of the things [they] do are to us. For example, I mentioned earlier the tenure decisions are probably the most important decisions I make; all the rest pale be comparison in the long run. We have a student tenure panel; we write students selected by the instructor; we write students selected at random by the registrar, asking them to tell us the strengths and weaknesses of the instuctors. Students write marvelous letters and I sometimes wish I could share those letters with the whole damn community because they are so helpful, so insightful, so useful.

But some students don't respond at all. That's very, very important. Those letters may be as important as anything we have — the report from the student tenure panel. If it's well done and we have some sense from what it said — if it's well done it could carry great weight. And most of the time, I would say almost all of the time, it's very well done. The statistical evaluation that students are asked — you know, those little cards that you check off — we read those regularly. We evaluate them, compute averages, make comparisons, and use those.

The dean has always got his ear to the ground as do department chairs about what students are saying about faculty members. And they're attempting to make their own evaluations about faculty members. So we're gathering information all the time from students about individuals. Also in most departments when somebody's being hired usually there's a presentation made by the candidates being considered, and the presentation is made to students as well as faculty.

Beyond personnel decisions students are consulted in all kinds of areas and ways. There are students who sit on the so-called vice-president's advisory committee, talking about budgetary matters and building projects. There are students that sit on some trustee committees which cover honorary degrees, student affairs, that sort of thing. When there are major curriculum decisions being discussed, typically the faculty committee is involved and we will also call the equivalent student committee, the assembly committtee, to talk about things, get student input.

Spectator: What do you think has been your greatest accomplishment as president?

Carovano: That's an impossible question for a president to answer, because the only way what I've done can be fairly judged will be by somebody other than myself at some future time. I can't judge what was the most important thing I did or whether I was successful at the time. The only thing I can answer is, I suppose what were the most difficult, trying, agonizing things I've had to deal with, and clearly the combination of the colleges was that. That was very, very difficult, the issues involved were complicated, the emotions involved were extraordinary, the pressures on me, self-imposed in part but generated from pressure exerted by others, was something that I've never experienced before and hope I will never experience again. So it was a very difficult thing to deal with, and that's about the only kind of thing I can remember.

Spectator: So to put it another way that gave you the greatest satisfaction to see that done?

Carovano: Ehhh. Satisfaction. In a sense of having, well, I don't know that satisfaction is a word that would be applicable. All I can say is that it was the toughest question with which I've had to deal; whether I dealt with it sucessfully someone else will have to determine.

Spectator: What are your personal plans for the future? Would you consider coming back and teaching here or teaching at another institution, or presiding at another institution?

Carovano: I said when I assumed the presidency that it seemed to me that whoever did assume it at that time should be willing to assume it for a reasonable period of time. We've had a number of changes over a period of about eight years, and whoever took it on should want to serve for a reasonably lengthy period of time, and I said that ten years was a reasonably lengthy period of time. So I more or less indicated at the time that God willing, the trustees willing, the faculty willing, everybody else willing, I would be willing to try and do it for that period of time. So I think it was that statement that raised the question in people's minds now. Other presidents have said ten years is plenty for any president, and some kind of use that as a yardstick for determining when they ought to leave.

So let me see if I can make a distinction here. I said that somebody who took the job at that time I thought ought to be willing to take it as a minimum of ten years; I did not say that I was only thinking in terms of ten years and once ten years had come I would pack it in and go somewhere else. There's subtle distinction there.

Ten years is a long time. The job is very wearing, physically and emotionally. I'm aware of that. My own plans at the moment — let me tell you that, like my children who are in their twenties, I often talk about what I'm going to do when I grow up, muse upon it — I don't know what I'm gonna do. I have no grand scheme for my life other than to say I wanted to teach here. The plan I made was to become an academic, a faculty member. I went to graduate school, and began teaching. Everything that's happened since then has been fortuitous almost. I did not seek, I was very much surprised to be asked to become this college's chief financial officer. I did not seek initially the office of president; matter of fact I tried not to. But it happened that I became president. So the things that have happened to me since I became a faculty member have been unanticipated. And because things have happened in that way, I don't make grand plans What I have in mind at the moment is to see the college through the capital campaign it's now in, which is a major effort, a major undertaking, and that'll take us through the next three or four years. That's more or less a commitment I've made to myself and to others, and again I say that, God willing, the trustees willing, the faculty and others whose support I need willing — one's health can go, one's confidence in the board can go, confidence in the faculty can go — any of those things go, and all the bets are off.

What'll I do when that's over? I don't know what's next. I don't have any idea. I've mused like my kids do about what I'll do when I grow up.

January term:

A time of work or wasted time?

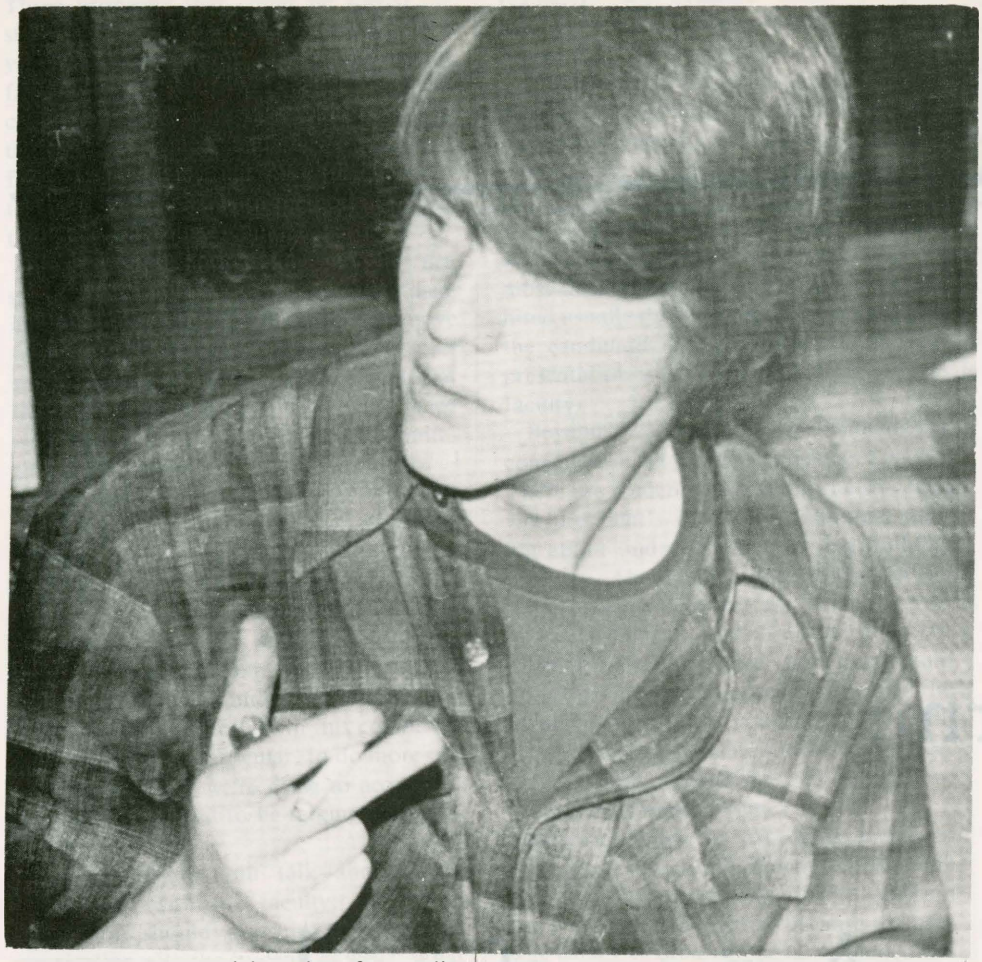
by Steve Richmond

"The Winter Studies program provides an opportunity for independent work pursued in an organized and guided way," reads an October 1968 report of the Committee on Academic Procedure (CAP). "The change of academic pace and opportunity for independent work," the report continues, "is to serve interests not commonly served in the regular classroom, to indulge and cultivate intellectual curiosity. . . . The flexibility and experimentation in learning which constitute the special feature of Winter Studies will thus supplement the regular pattern of course work in each of the two semesters." In 1975 Winter Studies was changed to Winter Term, but the faculty hoped that the same spirit of January study as being something exciting and different from the work done during the fall and spring semesters would continue. Today, students' perspectives and ideas about Winter Term differ greatly from the hopes of the faculty since Winter Studies was established.

Before the conception of Winter Studies in 1968, students at Hamilton took *five* courses per semester and needed a certain number of hours, instead of today's credits, to graduate. After Winter Studies was introduced, revised requirements meant that students needed to take only four courses per semester while spending *four* Winter Studies for credit.

Henry Rutz, professor of anthropology and a member of the present ad hoc Curriculum Commission, established in May, 1982, explains the motivation for an induction of a new form of January study, "Winter Studies was instituted because students wanted it, they wanted more freedon.. It was meant to be innovative, progressive, and relevant. It is, however, no secret that it is very hard to maintain the feeling that there was during those revolutionary changes. . . . The idea at the time was that Winter Studies was a time to introduce topics which could not be dealt with in the regular semesters. It was a time to try new teaching methods and a time to do projects. The idea was not that you taught in a collapsed form of a fall or spring semester course. The idea was that this new January study was different."

"As early as 1972," says Robin Kinnel, professor of Chemistry and chairperson of the Curriculum Commission, "there was discomfort with Winter Studies." In 1975 Winter Studies was changed to Winter Term, the present system. Now only three



January courses need be taken for credit while a student can take off one Winter Term to "take an internship in an office, or hospital, etc.," says Edwin Lee, chairperson of the CAP in 1968. "We thought that this could be an opportunity for the students." The faculty hoped that the change to Winter Term would answer questions about the unclear Winter Studies. "There were never any established standards for what was being done in Winter Studies," says Lee. Old questions, however, remained and new questions arose. Lee explains that "We [the faculty] accepted and agreed with the notion that a Winter Term course could have the same value as a fall or spring semester course."

"It was understood [in 1975]," Lee continues, "that there would be new Winter Term 'projects' every year. Faculty would receive extra compensation for this." "Projects" refers to courses that would differ from those during the regular semesters, following the spirit of the October, 1968 CAP document on the new Winter Studies.

"From the very beginning [1975]," says Lee, "students didn't like this new Winter Term instead of Winter Studies; it meant more concentrated work and the faculty didn't like it either. So from the very beginning there have been differing opinions concerning Winter Term's usefulness, interests, the way it should be carried out, and about the change of pace."

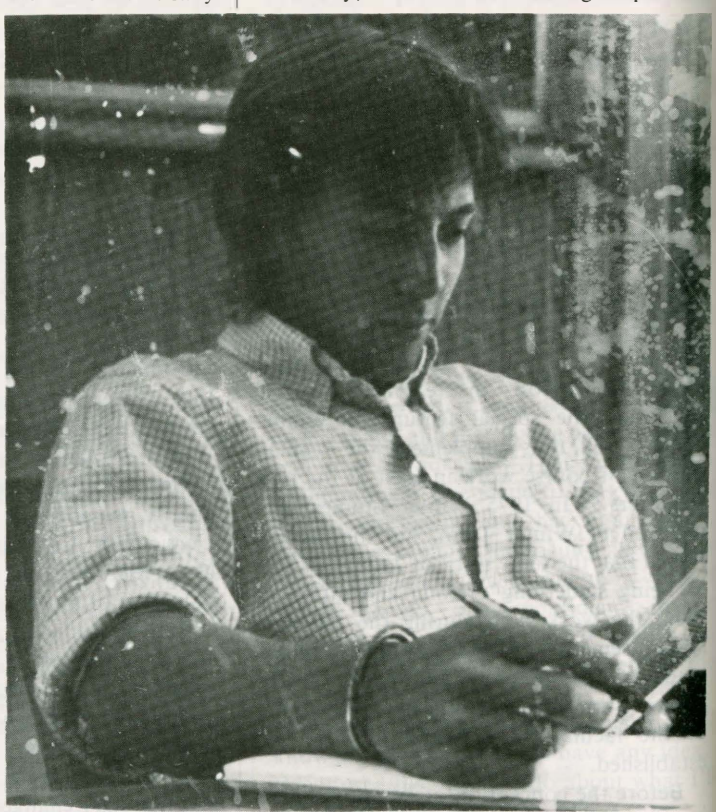
This discrepancy about the usefulness of Winter Term is what causes today's questions about Winter Term. Many students value Winter Term for its change of pace; fewer see Winter Term as an opportunity for intellectual curiosity — a time to try new things not possible in the regular semesters. Students, therefore, do not view Winter Term with the same sentiment that both faculty and students had when it was introduced.

"A change of pace *itself* is not justified with the resources of the college," says Rutz. "That change of pace could be a two or three week break. I don't believe that students see this period as an intellectual period, as a time for intellectual activity; so then it is not justifiable." Indeed many students spend Winter Term in the V.T. while taking "gut" courses.

Rutz details how the students' attitudes towards Winter Term dictate Winter Term's success: "It rests on student responsibility, excitement, and curiosity. The way they perceive Winter Term is important. Three years ago, the faculty tried to generate curiosity in Winter Term with co-curricular projects: there were themes, conferences, a great extravaganza of lectures, films, etc. We tried to focus student issues on this theme. What happened was that half a dozen faculty would attend with only one or two students. We put enormous energy into this method and we couldn't get anything out of it. There is no excitement to Winter Term now. There is excitement in particular courses, but Winter Term itself as a time for students and professors to meet and to discuss does not happen."

Rutz relates that course quality and selection are parts of the faculty's role in the success of Winter Term: "The faculty comes up with too few courses to have a good Winter Term. Departments are asked to provide courses, it is very voluntary. It depends on what the faculty is doing. The President proposed to bring people from off campus to visit here. This is a benefit of Winter Term. . . . Outsiders are of great value: they have expertise, interests, perspectives, and excitement different from the existing faculty."

Today, CAP is considering important



curricular and calendar changes. Chaired by David Paris, professor of government, CAP has enlisted the help of the faculty in making these important recommendations. In a questionnaire sent to department chairs on December 19, 1983, the CAP asked questions on course load, calender, and maximum class size. These questions included, "Do you believe the Winter Term should be retained or dropped in favor of a semester system?" Professor Paris relates that Winter Term is closely related to these other issues, "Winter Term can't be looked at in isolation, apart from questions of curriculum and faculty course load. It isn't just a matter of 'yes' or 'no' to Winter Term, but rather, 'Why do you keep it or drop it?'. . . . Winter Term is not the problem. There are many questions about curriculum and course load. The faculty seems to feel that there are problems with classes, that they are too large and that six courses per faculty member is too much with scholarship, advising, and other service to the college."

Why are these questions important now and how are they related to the fate of Winter Term? Henry Rutz believes that the issues that become important are cyclical, "Winter Term may go because we're in a change: today, 88 percent of colleges are thinking of curricular reforms. This is a period of curricular change across the nation. This new period of innovative programs will be important in the next decade. If Winter Term disappears, it will disappear because something else will take its place, something better that will satisfy our needs over the coming years.

"Students and faculty need a perspective on the curriculum," continues Rutz. "Education goes through cycles. In the 60s all responsibility was left up to the student. The students had maximum freedom, trying out courses relating to personal experience. It was called 'relevance.' Today students still have that freedom. There are no requirements, only goals. What's absent is a more organized program of what the faculty thinks is more important for the liberal education."

An October 1983 report from Curriculum Commission to the faculty reads in part: "A liberal education at Hamilton must respond in changing ways to the forces of social and cultural change." These changes include: more emphasis on the arts while maintaining the "strongly humanistic tradition" of the college; more emphasis on exposing students to vague Western institutions, as well as non-Western cultures and societies; increased instruction in the sciences; an effort to identify science's impact on society and technology in American culture; to ensure computer "literacy" and make advances in teaching computer science; more emphasis on linguistics and studies which lead to "self-understanding" such as demography, agriculture, epidemiology, and human population ecology; to maintain "the foundation of the liberal arts education," teaching communication skills.

These recommendations are in response to the cycles in education that Rutz refers to, of which the sentiments on today's campus are both a product and symptom. "There is concern among the faculty and students that certain kinds of education don't seem to be taking place at Hamilton as they ought to," says Robin Kinnel. "If the faculty decides that some form of distribution more precisely stated than the seven goals we have now, then that (decision) may result in shifting needs that may not be met by Winter Term."

Winter Studies was an innovation of the '60s. Winter Term was a modification of it for the '70s. Now the faculty faces new demands for the '80s and '90s. Do these demands include changes that will result in the elimination of our Winter Term? This question deserves the attention of students; it will directly affect our education and future. Kinnel stresses that his Curriculum Commission has tried to work with students, "The Commission is an agent of the faculty. . . . [but] we had one session with 15 or 20 students last winter. It was very stimulating, we on the commission were very intrigued. We wish there would be more student output. We've tried to get the students involved: we sent our document of October 21, 1983 to the Student Curriculum Committee and they have not commented on it. We have cooperated and collaborated with the students. The Curriculum Commission worked with the Student Curriculum Committee to put out a questionnaire for the students and only 250 students responded. The signal I got was that the students didn't care enough about their curriculum. Something is going to happen whether they like it or not."

"We haven't done a whole lot," says Randi Lowitt, chairperson of the Student Curriculum Committee. "We had problems getting together and we are planning on getting together in the spring. We didn't have much chance to talk about the Curriculum Commission's working papers (October 21, 1983 document sent to the Student Curriculum Committee). We didn't get the papers until November. We'll get together soon and talk about them. When the new working papers come out in the spring, we'll talk about them also."

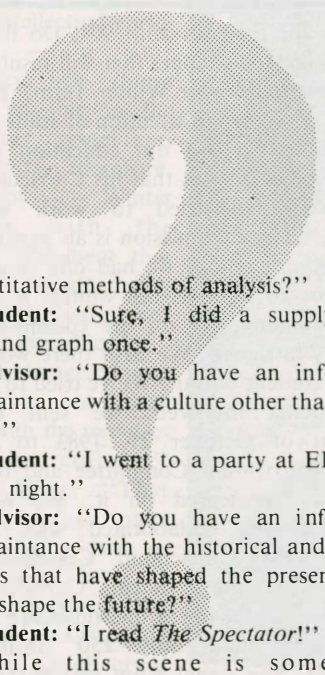
Lowitt points out that "it's hard for us [the students] to interpret the working papers and the situation on the campus, having been here for only a few years. We're trying to follow the lead of the Curricular Commission since faculty members have been here longer and have more experience."

It is debatable whether or not the Curricular Commission has made a sufficient attempt not only to enlist the help and opinions of the students but also to help them understand the issues that they face. Nonetheless, students cannot fault the faculty. The questions concerning Winter Term are the most obvious examples of changes which the faculty perceives as important. Many more questions remain to be asked and answered. Students have the capability to get involved and learn about the work of the committees. Students can, according to their own motivation, work with the faculty to ensure that they will receive the sort of solid liberal arts education that they wanted and expected when they came to Hamilton. If changes are made that weaken Hamilton's reputation and capability to teach its students, then we students can only blame our own apathy.

"Winter Term may go because we're in a change: today 88 percent of colleges are thinking of curricular reforms. This is a period of curricular change across the nation."

The seven goals:

Are they being fulfilled or are we returning to distribution requirements?



by Tom Griggs

Twice a year, students meet with their advisor to pick courses and engage in an elaborate game of cat and mouse:

Advisor: "Let's see now, have you fulfilled the seven goals of the college? Do you have the ability to think, write and speak clearly, with precision and cogency?"

Student: "Uh, uh...Yeah, I ain't got no problem with that cogency stuff!"

Advisor: "Do you have an informed acquaintance with, and a critical appreciation for the ways in which knowledge of nature and humanity is gained through experimental or quantitative methods of analysis?"

Student: "Sure, I did a supply and demand graph once."

Advisor: "Do you have an informed acquaintance with a culture other than your own?"

Student: "I went to a party at ELS the other night."

Advisor: "Do you have an informed acquaintance with the historical and social forces that have shaped the present and may shape the future?"

Student: "I read *The Spectator*!"

While this scene is somewhat exaggerated, it does raise some provocative questions about academic life at Hamilton College. Are students, in the absence of specific distribution requirements, fulfilling the seven goals of the college? Is there a trend toward distribution requirements? Finally, if distribution requirements do, in fact, become a necessity, what form would they take?

The administration is uncertain as to what the future holds for course requirements at Hamilton. Dean of the College C. Duncan Rice admits that "There is, among a large number of the faculty,

. . . students should be able to write and speak well, in addition to having some computational skills, awareness of various forms of aesthetic communication, exposure to other cultures and development of rigorous thought and analysis.

some discontent with the seven goals of the College." Many believe that they are too vague and question whether they are ensuring educational breadth. However, there is also a problem with the definition of distribution requirements Rice believes that a system which divides the curriculum into three or four divisions, requiring a certain number of courses in each division, is "extraordinarily crude." Rice asserts, "You cannot put it crudely on paper and leave the students to sink or swim. You multiply the problem by four, still allowing random choice, only now there are four buckets instead of one."

Rice says that part of the problem lies in the fact that "everyone has a different interpretation of the seven goals. It is difficult to tell if they are being enforced accurately because of this imprecision." If the faculty and the administration do not constantly reevaluate the curriculum, the advising system suffers and students are more likely to avoid fulfilling the seven goals.

Associate Dean of Students Peter J. Millet sees "no sense of consensus on the faculty" for distribution requirements. The issue was brought before the faculty by the Committee on Academic Policy in 1980, and Millet says the issue was "discussed with strong feeling by both sides." He is not certain, however, that it received the best possible hearing. Millet, like Rice, questions the form distribution requirements would take. He feels that if "expressed properly, the faculty would probably go for them."

Millet feels that in many cases, the seven goals are not being fulfilled. He says, "I review transcripts and I can see cases where nothing is present in the arts or in the sciences or the social sciences are underrepresented." According to Millet, some students are open to adventure, but on the other hand, many students resist moving into certain areas, either because of anxiety about failure of lack of interest.

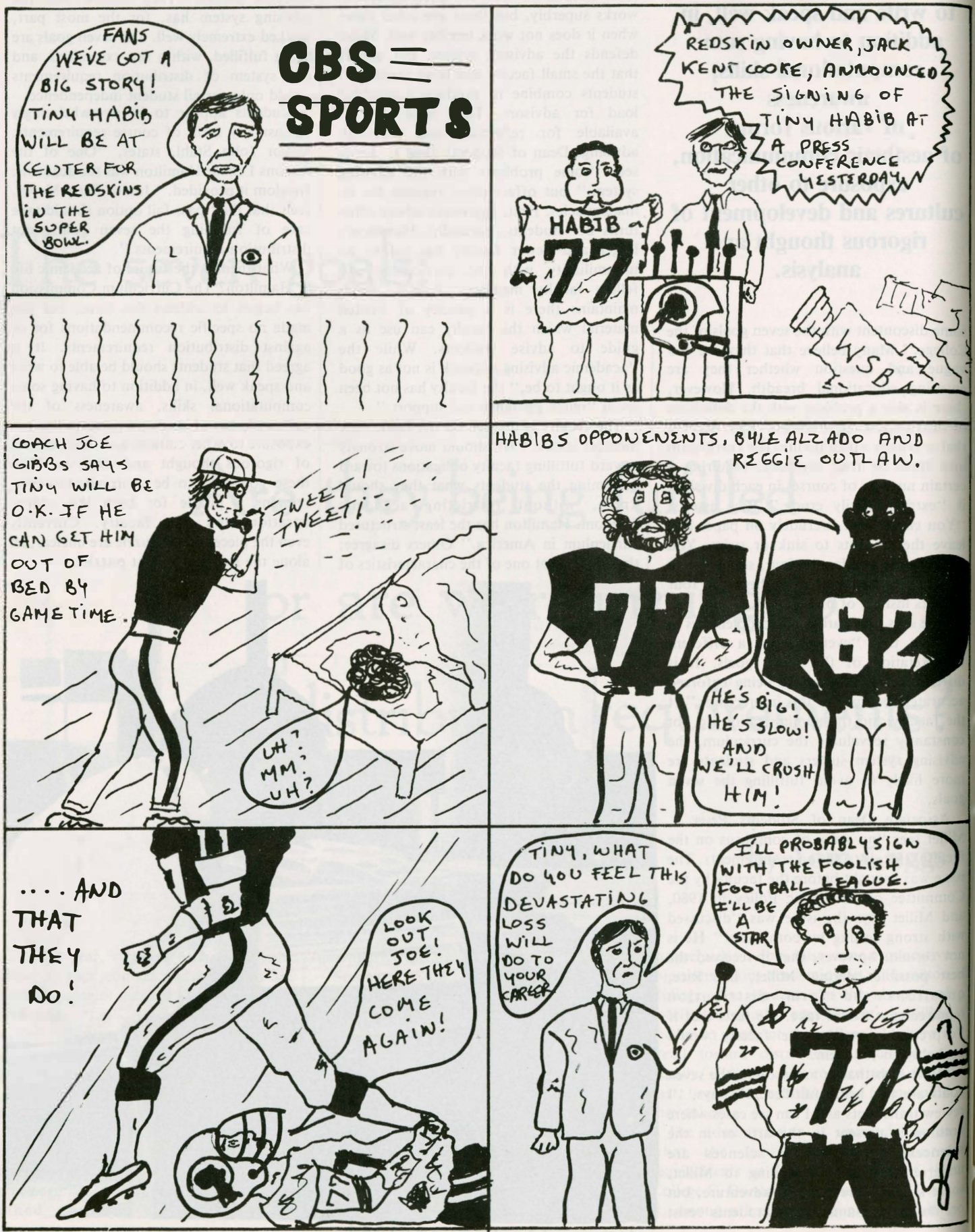
Is the advising system at fault? Dean Rice feels that, at its best, the advising system works superbly, but there are other times when it does not work terribly well. Millet defends the advising system, but admits that the small faculty and large number of students combine to produce a crushing load for advisors. Thus little time is available for reflection and thorough advising. Dean of Students Jane L. Jervis sees "some problems with the advising system," but offers other reasons for its inadequacies. First, aggressive advice often turns off students. Secondly, Hamilton's larger and newer faculty has led to an unfamiliarity with the curriculum and fellow faculty members. Finally, Jervis maintains there is a paucity of written material which the faculty can use as a guide to advise students. While the "academic advising network is not as good as it ought to be," the faculty has not been given "much guidance and support."

The faculty is divided on the issue. One member states, "We should move strongly toward fulfilling faculty obligations toward informing the students what they should know, without restricting academic freedom. Hamilton has the least structured curriculum in America." Others disagree; they argue that one of the characteristics of the Hamilton curriculum which has helped make Hamilton the type of institution it has become is the academic freedom the students possess. They believe that the advising system has, for the most part, worked extremely well. The seven goals are being fulfilled, with a few exceptions, and any system of distribution requirements would only curtail student independence.

Students appear to be overwhelmingly against any form of course requirements. Senior John Stahl, states, "One of the reasons I chose Hamilton was the academic freedom it provided." Junior Patty Meyer, feels that the "pass-fail option should take care of fulfilling the seven goals, not distribution requirements."

What then, is the future of academic life at Hamilton? The Curriculum Commission has begun to address this issue, but has made no specific recommendations for or against distribution requirements. It is agreed that students should be able to write and speak well, in addition to having some computational skills, awareness of the various forms of aesthetic communication exposure to other cultures and development of rigorous thought and analysis. How these goals are to be achieved, however, remains a puzzle for both the administration and the faculty. Currently even the pieces of the puzzle are unclear, let alone the solution to that puzzle.

The Funky Life of Tiny Habib


FANS WE'VE GOT A BIG STORY! TINY HABIB WILL BE AT CENTER FOR THE REDSKINS IN THE SUPER BOWL.
CBS SPORTS
REDSKIN OWNER, JACK KENT COOKE, ANNOUNCED THE SIGNING OF TINY HABIB AT A PRESS CONFERENCE YESTERDAY.
HABIB 77
WSB
COACH JOE GIBBS SAYS TINY WILL BE O.K. IF HE CAN GET HIM OUT OF BED BY GAME TIME.
TWEET! TWEET!
UH? MM? UH?
HABIBS OPPONENTS, BYLE ALZADO AND REGGIE OUTLAW.
77
62
HE'S BIG! HE'S SLOW! AND WE'LL CRUSH HIM!
.... AND THAT THEY DO!
LOOK OUT JOE! HERE THEY COME AGAIN!
TINY, WHAT DO YOU FEEL THIS DEVASTATING LOSS WILL DO TO YOUR CAREER
I'LL PROBABLY SIGN WITH THE FOOLISH FOOTBALL LEAGUE. I'LL BE A STAR.
77

The issue of sexual preference

by Laura W. Orth &

Susan A. Mazon

At a meeting on December 6, the faculty voted almost unanimously to include sexual preference in the College's Title IX statement. Since that time, President Carovano has discussed the issue with the trustees, with the intention to elicit input and reactions.

When asked whether the trustees would be deciding the issue in the near future, Carovano's answer was non-committal. He expressed his feeling that the Equal Opportunity Committee had not fully analyzed the situation, and believes the school's position regarding homosexuality must be made more clear. Outlining the three possible stances — discouragement, neutrality, or encouragement — Carovano felt it was likely the school would adopt a position of neutrality. The president expressed concern about a sexual preference disclaimer being interpreted as a position of encouragement, rather than of neutrality. He referred to the status of other oppressed groups on campus, citing the College's affirmative action programs for Blacks, Latins and women in employment,

Without the inclusion of sexual preference, the school is legally free to discriminate against homosexuals, and thus qualified students and professors may feel hesitant about applying to Hamilton.

and for Blacks and Latins in admission. While no affirmative action program is planned as part of the sexual preference disclaimer, some believe that Hamilton's statement that it will not discriminate on the basis of sexual preference may be interpreted as encouragement rather than neutrality.

President Carovano believes this to be the major issue at hand: how can Hamilton best adopt a position of neutrality regarding lesbians and homosexual males. Those who are in favor of the inclusion of sexual preference in the school's Title IX statement believe that by remaining silent, Hamilton is in effect discouraging homosexuals and lesbians in admission and employment. Without the inclusion of sexual preference, the school is legally free to discriminate against homosexuals and lesbians, and thus qualified students and professors may feel hesitant about applying to Hamilton.

According to Nancy Rabinowitz, professor of comparative literature, the President's concern that the inclusion may be encouragement is a technicality. She stated, "The inclusion of 'sexual preference' is a moral issue," and argued that, in the face of a persistent pattern of harassment, silence cannot be viewed as neutrality. Thus as of now, the College may be operating under a stance of *discouragement*.

Other issues which Carovano feels need to be further explored are technical and legal ones. At other institutions which have added this clause, the term "sexual preference" has been substituted by "affectional preference," "sexual orientation," or "sexual identity." In response to this debate, Deborah Pokinski, the chairperson of the Equal Opportunity Committee stated: "There is no absolute definition for 'race,' 'gender,' or 'sexual preference.' We can assume that there is a common understanding of each of these terms."

Legally, the school is under no obligation to protect the rights of lesbians and gay men, and Carovano was concerned about the legal "handle the disclaimer might provide for the aggrieved." In other words, if a professor who was homosexual was denied tenure, she or he could perhaps protest this decision by claiming sexual preference discrimination.

This "legal handle" was described as a minor issue by President Carovano. Perhaps it would be better described as no issue at all. The school cannot justify retaining the right to discriminate unless its stance is officially one of discouragement.

Presently, few lesbian and homosexual male members of the community feel comfortable. "Coming out" is viewed with trepidation, and yet anonymity is difficult, if not impossible to preserve within this small community. While some lesbian and gay students state that they have experienced no discrimination or harassment, others feel threatened by what they perceive as an atmosphere of intolerance. One member of the Gay and Lesbian Alliance pointed to the Marine Corps letter of last spring, in which gays were openly threatened, as a reason for feeling frightened about living on campus. Others referred to having repeated side comments directed at them. Many of these people felt they could not speak up in such situations, because of the possibility of more verbal harassment or physical threat.

Although lesbians and gay men are forced to live a marginal existence in many places, the harassment at Hamilton seems excessive. Several members of the lesbian and gay community have been the victims of persistent threats in the form of anonymous letters or phone calls. This has affected not only their social lives, but their academic performance as well. Mary Bonauto, Hamilton '83, stated: "Over a period of three weeks, I received a series of harassing and obscene phone calls every night. . . The harassment really undermined my confidence. You just don't function well in class — there's too much else going on."

Although such harassment persists, at Community Values Day this fall there was no student willing to come forward to express concern. Students and faculty members who have legitimate complaints are afraid to speak out. Both homosexuals and heterosexuals may fear the repercussions of expressing their feelings at Hamilton. In an atmosphere in which homosexuality is not accepted, silence is the norm.

Other schools have decided that taking a stand on the issue of sexual preference is important enough to include it in their Title IX statements, despite legal and technical concerns. These schools include: Antioch School of Law, Cornell University, Harvard University, Haverford College, Massachusetts Institute of Technology, New York University, Northeastern University School of Law, Oberlin College, Rutgers University, and Syracuse University. Cornell added a disclaimer on the basis of sexual preference in 1971, while most other colleges adopted the clause between 1978 and 1981.

One of Hamilton College's primary goals is to "combat the twin provincialisms of ignorance and intolerance." Within an atmosphere of learning, we must not cut ourselves off from one another, and must use this opportunity to grow to be more tolerant. Hamilton can no longer afford to stand moot on this issue.

The arts at Hamilton

A status report at a transitional period

by Clyde Tuggle

I suppose everyone is sick and tired of hearing that the arts at Hamilton are not receiving the support they necessarily should, but the arts at Hamilton are in the midst of a dramatic transitional period. Many students and faculty members are deeply concerned with the status the arts have at Hamilton. Kirkland College, with its courageous, revolutionary, and creative influence is, for the most part, gone. Hamilton has successfully sought out and stimulated a basically non-creative, non-questioning, sedate atmosphere where the arts have become secondary to the more "professional" oriented areas of study. Why aren't the arts at Hamilton receiving the support from the administration, faculty, and student body they should? What has happened to the creative, revolutionary, artistic spirit at Hamilton, which seems so closely tied to the American ideal? Why aren't students at Hamilton more enthusiastic about the arts and more willing to engage in artistic exploration?

. . . the arts at Hamilton, and all over America, are moving away from the center of the liberal arts experience toward the extra-curricular, appreciation, exposure-oriented periphery.

There is no question that the arts at Hamilton, more than any of the other areas of study, have little support in part because they instill the most fear in the college community. The administration fears the arts because they challenge and question the "appropriate and acceptable" kind of institution they desire. I don't believe the administration realizes how much they fear the arts. In fact, they seem to honestly believe they are supporting the arts to the fullest. The problem revolves around a total lack of understanding about the arts — on the part of the administration, faculty, and student body. The students are made to fear the arts not only because the misunderstand the arts but also because the faculty doesn't make them feel secure in their educational environment. As a result, the arts at Hamilton, and all over America, are moving away from the center of the liberal arts experience toward the extra-curricular, appreciation, exposure-oriented periphery.

Through a series of brief encounters with all the officers of the college, faculty representatives of the various arts departments, and students who major in the arts, I have tried to illustrate some of the problems the arts face at Hamilton. It is impossible to hold any one faction of the college responsible for the lack of support for the arts. The students hold the administration responsible; the administration believes everything is fine. The faculty holds the students and the administration responsible, and so the buck is passed along. Although the administration is chiefly responsible for the academic flavor of the college, they are no more to blame than the faculty or the students. We are all responsible.

On the one hand, many take the position that the administration simply does not understand art and the role arts should play in a liberal arts education. In this case, the arts faculty is responsible for not educating the administration and their colleagues. On the other hand, some hold the students responsible because they don't take arts courses. Students' fear and mistrust of the arts, however, is kindled by faculty advisors who regard arts courses as "guts" to leave for second semester seniors. A number of students have commented that had they taken a studio art course or theater course earlier in their educational experience they certainly would have taken more. Why not? Their advisors made them feel uncomfortable with arts courses, or they made arts courses out to be acceptable only to the talented, "professional" types.

So long as the arts are feared, mistrusted, and regarded as mindless, the caliber of education at this school will remain something less than outstanding. Considering the facilities and what little support the arts do receive at Hamilton, the program is surprisingly good, in many ways a well-kept secret. Some aspects of the arts at Hamilton, such as music, have, in the recent past, been quite successful in creating strong and healthy programs. Other more avant-garde and revolutionary areas such as theatre and the visual arts remain misunderstood and misrepresented because many individuals fear to expose themselves — to be emotional and passionate.

Of all the arts departments at Hamilton, the music department seems to be the strongest, healthiest, and richest. Why? This is due in part to a large number of students who participate in various choirs and instrumental groups. Music also seems to be an art form that more and more people are beginning to understand and take seriously. According to Assistant Professor of Music Sam Pellman, "People are beginning to realize that music/performance is more than getting out in front of people and doing something. It's non-verbal discourse. These are systems of meanings. There is a meaning — something to be understood — in a melody. Notes mean something in relation to one another. There is a form of intellectual activity."

The music department has been highly successful in establishing music as a legitimate, academic art form. Said Andrew Rosenfeld, a senior music major, "In many ways music is more academic than the other arts. We have a difficult program with rigorous classes. It's not the gut that people think it is." One problem with this, however, is that some faculty members regard the music program as having transformed into a musicology department.

Aside from the music program's ability to establish itself as an academic field, the music department also has a highly successful and ambitious leader — Stephen Bonta. Through Bonta's constant and, as one administrator said, "incessant" communication, the dean of the college and president have been kept informed of the desires and needs of the music program. At present, the lines of communication in the music department are constantly open which naturally makes for a stronger program.

After talking with administrators, however, it is obvious that much of the music department's success lies in the tradition behind music at Hamilton. Unlike dance, theatre, and the visual arts, music is the only "original" arts department. The music department had been at Hamilton for many years and is not considered quite as turbulent as the other arts. There is no question that the music department has long been overlooked in terms of performance facilities, and it is hoped that the new music center will fulfill certain performance needs. It must also be made clear that certain administrators and faculty members clearly consider the music program "acceptable and appropriate," whereas the more revolutionary and experimental arts fields are considered...well, "nice."

I doubt whether music at Hamilton is any more understood than dance or the visual arts, but it does command a great deal of respect from the entire Hamilton community and stimulates a dedicated and hard working group of students. The question remains, "Why cannot the visual arts, dance, and theatre command the same kind of respect from the administration, faculty, and student body?"

The dance program at Hamilton has met with a considerable amount of success despite limited facilities and efforts by the administration to reduce faculty size. According to Assistant Professor of Dance Sondra Lomax, "Hamilton is unique as we have a very strong dance department. Students have heard about our dance program through our publicity in periodicals and come here looking for the combination of good dance offerings and the other liberal arts." Hamilton's dance program is very rigorous in terms of technique, and many faculty members are often shocked to hear that dance students are required to write formal papers.

Lomax pointed out a major problem with the arts in terms of the advisors: "Advisors need to pay more attention. They need to read more and become more broadminded in terms of recommending courses. It's hard to change people's viewpoints if they have a prejudice against the arts." According to Lomax, the facilities at Hamilton severely limit the program at Hamilton. The dance studio is impressive, but it's too small. The Kirkland dorm loft is too slippery and offers little more than splinters. Minor Theatre (formerly the college infirmary) is simply not suited to dance. The still unclear proposals for the new music center should help alleviate this problem with an adequately sprung floor.

Probably the department which needs the greatest attention at this point is the art department, which is composed of five visual arts positions and three art history positions. The art department has also been successful in attracting students to introductory level studio art courses, but lacks facilities and faculty to produce the in-depth program which some faculty members feel is necessary. The art history department also faces the age-old problem of inadequate teaching space and facilities.

Both the dean and the president are quick to point toward the new Emerson Gallery as evidence of the college's support for the visual arts. According to Dean of the College C. Duncan Rice, "A gallery was built soon after my arrival because it was important for a college of this calibre to have an exhibition area as a symbolic focus for its commitment to the visual arts." According to one art student, "The Emerson Gallery is such a damn smoke screen. There is a serious lack of continuity in the department which seems to be the administrators' fault, and there is a *serious* lack of continuity in the curriculum which certainly is the faculty's fault." Art students feel that the faculty is letting opportunities slip by, and they also feel the faculty is not as ambitious as they could be.

There is no question that the present personnel problems which plague the art department, and which the administration is incapable of rectifying, result in serious damage to the image of the arts at Hamilton and severely limit the educational experience of the students. Unfortunately, neither the president, the dean of the college, nor faculty members are willing to discuss the nature of these problems.

It is known that a report presented to the administration by an independent review committee last spring severely criticized the limited nature of the arts program and warned against certain decisions the administration was making regarding further limitations of the curriculum. There are unconfirmed reports that the negative character of this review has been disregarded by the administration because of the long-range effects some decisions might have on the curriculum. According to one faculty member at large, "There is no question in my mind that the committee's review was professional and accurate, and it seems the administration and department's inability to heed the advice of this report signifies their lack of support of the arts."

In getting to the root of the predicament that the arts at Hamilton face, this external review of the art department simply reinforces the opinion that Hamilton College fears the arts. Asked Assistant Professor of Art Deborah Pokinski, one of Hamilton's art historians, "Is the school afraid of creativity? If so, perhaps it's because we don't understand the process and value of creativity. We should not be singled out as not understanding art — it is a general trend in American society. People, like those that make up Hamilton College, are conditioned to think art is a

luxury and not practical. We fear what we don't understand — and I'm not always sure [the college community] understands completely what the arts mean."

The theater program at Hamilton is yet another aspect of the arts at Hamilton whose purpose is genuinely misunderstood by administrators, faculty members, and students alike. The theater department is another of the "Kirkland" departments which remains revolutionary, exciting, and challenging despite a general lack of support. According to one theater design major, Karen Oberthal, "Hamilton as a community doesn't want theater to be important. The administration deliberately wants to downplay theater. They want this to be a pre-professional school for lawyers and doctors, but not for the artists."

As Linda Katzin, another theater design major sees it, "There isn't much respect for the drama courses from many faculty members." A major concern of the theater students is not only that their major is not respected by the other divisions of the college, but that the administraton is always nebulous about its position on drama. According to Katzin, "The simple lack of understanding on the part of the administration as to what theater is and what it takes to put on a production is inexcusable."

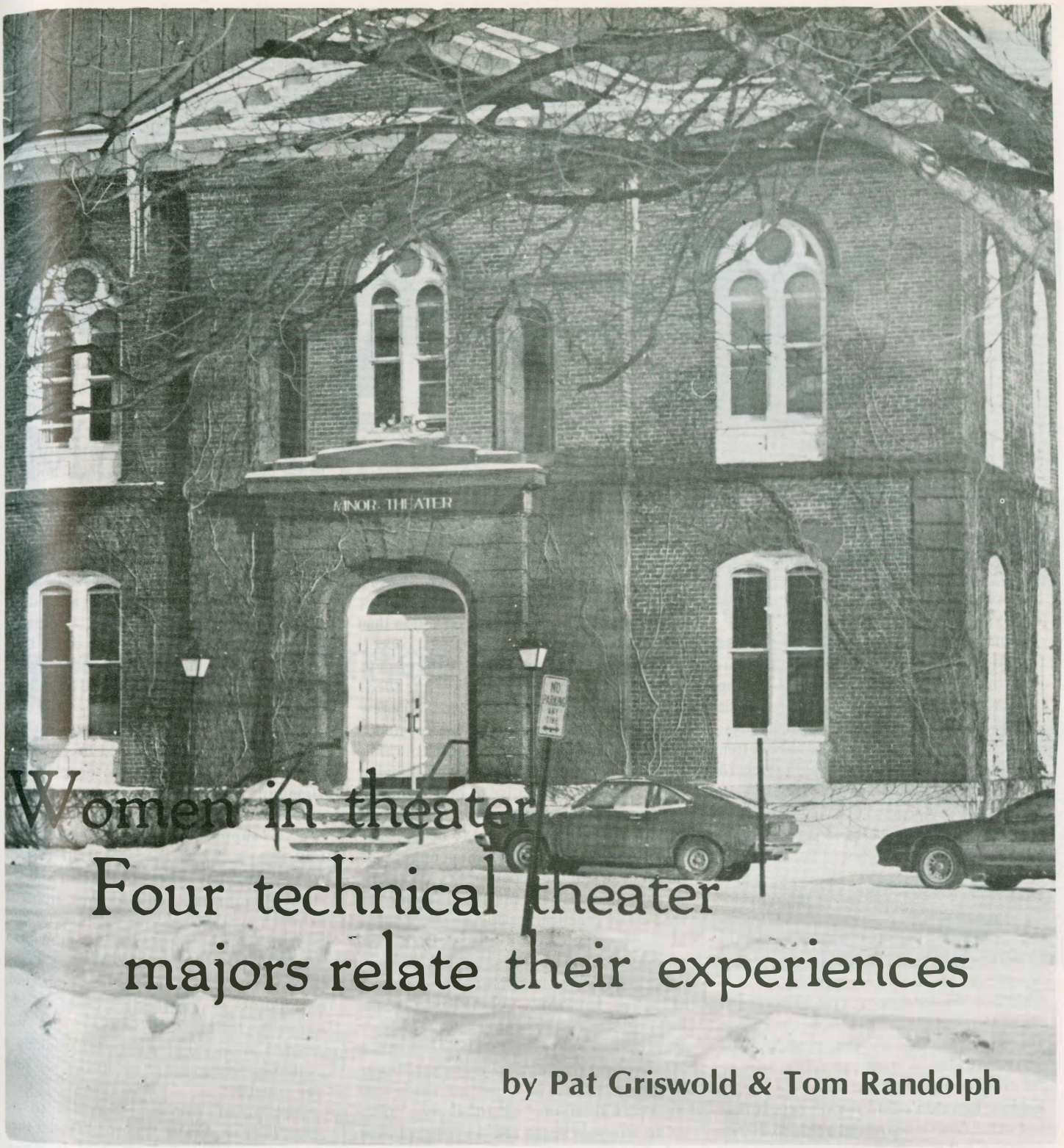
The students and faculty alike consider the present facilities for theater as evidence of the lack of support at least on the part of the administration. Both President J. Martin Carovano and Vice-President Dan O'Leary feel that the facilities are limited, but contend that they provide adequate space for the caliber program Hamilton desires. The administration attributes $200,000 worth of new stage lighting in Minor Theater as evidence of their financial support. Associate Professor of Theater Carol Bellini-Sharp points out that the administration had no choice but either put in a new lighting system or shut down the theater because the present equipment is considered dangerous. When asked why expenditures for the renovation of Minor Theater were not included in the capital funds campaign for 1987 while plans for the renovation of the track were included, administrators were unable to respond or stated their motives in terms of priorities.

There is no question in the minds of many students and faculty members that the arts are not one of the basic priorities at Hamilton. Hamilton may have lots of attractive buildings, but are the faculty, curriculum, and those areas which *most* affect the students of the caliber they should be?

The condition of the arts at Hamilton is no different from any other institution like Hamilton. According to Bellini-Sharp "The position and attitude toward the arts at Hamilton is not really different from the position and attitude in any American provincial small town." Bellini-Sharp believes that at Hamilton, like all over the nation, we have "diffused art": "In insisting that art is not serious, decorative and by keeping it on the fringe of our being we diffuse it." Bellini-Sharp believes that Hamilton has become more typical, and it has attracted students of the affluent middle-class that have no real passions for anything. According to Bellini-Sharp, art allows one to express one's real passions, and Hamilton simply doesn't attract such students any more.

Until Hamilton attempts to understand art and stops fearing it, the education offered here will continue to drift into pre-professionalism which limits instead of broadens the liberal arts experience. Many of the artists on this campus continue to point out that we fear arts because they are volatile. "Art and artists are, by definition, trouble. They trouble and disturb and if they don't then they aren't artists. Art and artists are ultimately free and that is ultimately terrifying," Bellini-Sharp states. In order for art to work it has to provoke emotion and thought in the human experience, and in order for art to do this it must be revolutionary. If there is anything this college goes out of its way to avoid it's controversy, change, revolution, and most of all emotion. We want to be comfortable and sit back with our insolent TV sitcoms, inane musicals, and harmless text books and avoid those aspects of our educational experience which challenge and confront us.

Upon asking President Carovano what role the arts should play in a liberal arts institution like Hamilton, he responded that, "Every student should have a formal exposure to one of those art forms (dance, theatre, visual arts, etc.) either through participation in a performance group, or involvement in a more academic area such as history or theory." I suppose I would have much preferred the simple answer that the arts should play an important and meaningful role in a liberal arts education. Until students demand something more personal out of their educational experience, and until the college begins to realize the need to provoke emotion in and out of the classroom, we will continue to slip into mediocrity.



Women in theater
Four technical theater majors relate their experiences

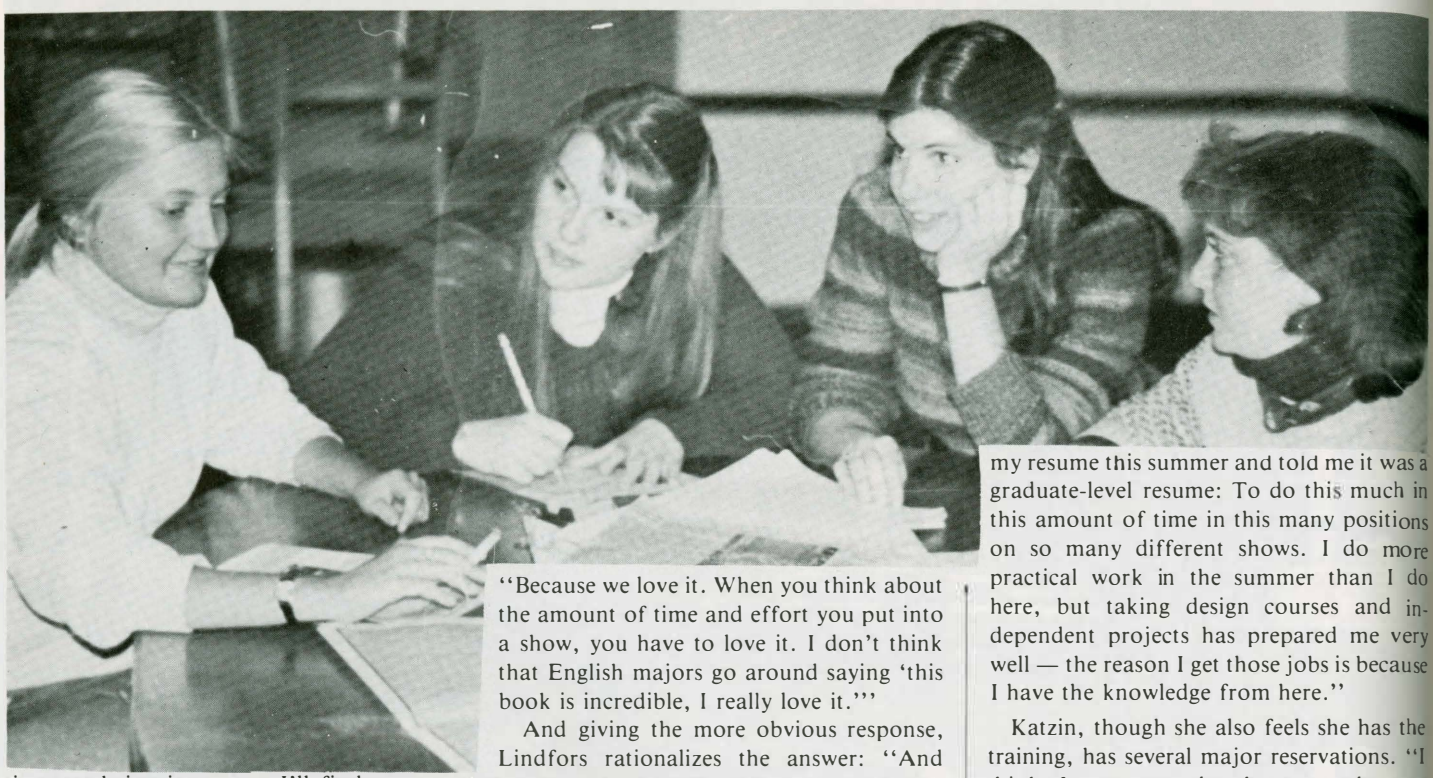
by Pat Griswold & Tom Randolph

Karen Oberthal, Kristin Lindfors, Kathy Bauer, and Linda Katzin aren't sisters. They aren't even remotely related. They are, however, quite definitely family — and they don't pretend otherwise. Drawn into Hamilton's Theater and Dance Department and educated extensively in design and production, they have reached a point now at which talking with any of them is as good as talking with all of them.

For this article they explained their hopes and fears about theater work at and beyond Hamilton by completing each other's sentences, reading each other's thoughts, and communicating for one another as one mind and voice.

Not surprisingly, therefore, they easily explain the bonding of people that is both a necessity and a desire in the theater arts. "It's the people to a large part," says Oberthal, "because it's the way you have to be in a situation like this — especially actors but also technicians. You have to be a very open person and you have to be able to cope with a lot of different people and situations. Wherever you go in theater you'll find a group of people that is willing to give you a family, give you love."

She continues: "That's why when people say to me, 'aren't you worried about your life being unstable, you'll never be in the place long enough to marry anyone,' it doesn't really bother me because for as long as what I'm doing is important enough to me, I'll have people around me, and I won't have to worry about being alone. And when



it stops being important I'll find my own family."

Hamilton's theater enthusiasts likewise form a very 'together' group which is a major stigma of the department — "the theater clique." Undeniably, the family is intimidating to newcomers and outsiders; finding a member of the family alone often seems next to impossible, and hoping to find that person working with any verve on anything but a theater-oriented project is seemingly a futile endeavor — but the women can explain how this image is misleading.

Bauer: The difference is we are not only doing theater in classes; it's also an extracurricular thing. Most of the shows we do up here, which is where we get our practical experience, we don't get credit for.

Lindfors: We are here to have a liberal arts education, but the things that we do learn in our classes — history and theology and everything else — it all can relate back to the creative aspect of our work.

Katzin: You don't find twenty people that just came from a big lab all going to dinner together talking about the pig they just dissected. If they did you would think the bio people do a lot more bio than other things. A lot of (the stigma) is 'guilt by association.'

Because the all-consuming nature of theater work requires enough self discipline and dedication from its individuals and a willingness to sacrifice other aspects of their lives, department professors often ask the student why they want to pursue a career in the arts.

Katzin answers the question logically: "Because we love it. When you think about the amount of time and effort you put into a show, you have to love it. I don't think that English majors go around saying 'this book is incredible, I really love it.'"

And giving the more obvious response, Lindfors rationalizes the answer: "And we're crazy. I would rather spend twenty-four hours in a theater working on a show than two hours in the library working on a paper."

Except for Oberthal, their involvement in theater was not originally intended. Because of the department's size, very few people come to Hamilton for theater study. But the women are quick to point out that there are a number of reasons why studying here is a better alternative to other schools.

Bauer says she though about transferring once she decided she wanted to be a theater major, but the size and the small number of majors work in the department's favor, for it can offer all its majors a significant amount of practical experience and a scope of courses that caters to the students' particular needs.

At large universities, practical work isn't nearly as available. Often students are lucky to stage manage a production while they are in graduate school. But these four believe that Hamilton produces more competent theater designers. "Give us a perfect space and we'll do a good job," Oberthal says. "Give us an alternate space and we'll do a better job than many others."

Katzin explains further: "It's pretty interesting and it's pretty neat that we could all leave here and know that if we had to we could design sets, lights, or costumes for something — and it might not be the best thing, but we could put up something that would work and would follow some kind of concept."

All four have done some work on stages besides Hamilton's, and all of them found the experience they got here more than helpful. Says Lindfors, "People looked at my resume this summer and told me it was a graduate-level resume: To do this much in this amount of time in this many positions on so many different shows. I do more practical work in the summer than I do here, but taking design courses and independent projects has prepared me very well — the reason I get those jobs is because I have the knowledge from here."

Katzin, though she also feels she has the training, has several major reservations. "I think I want to do theater and stage manage, but I've always, since I declared this major, questioned why I'm doing this. So I don't know how long I'll end up doing it really at all. Right now it's the only thing I'm prepared to do."

She further explains one reason for her insecurity: "I'm really scared because in a lot of ways we're the only people from Hamilton who have been trained and are prepared to go right out and get a job. We've supposedly been 'trained' in something and even though I feel I've been trained, so many others are trained and are starving in it that I don't feel I'm prepared as much as someone who wants to go into banking from here, because Hamilton has a good reputation for things like that."

Oberthal found much the same situation as Lindfors — "anything I could do last summer, the man I worked with was amazed at — running a board, making a costume, fixing lights — things we take for granted."

Finally, of course, there has to be something in theater that maintained their desire to study and pursue it, and in true family style, their reasons are closely related.

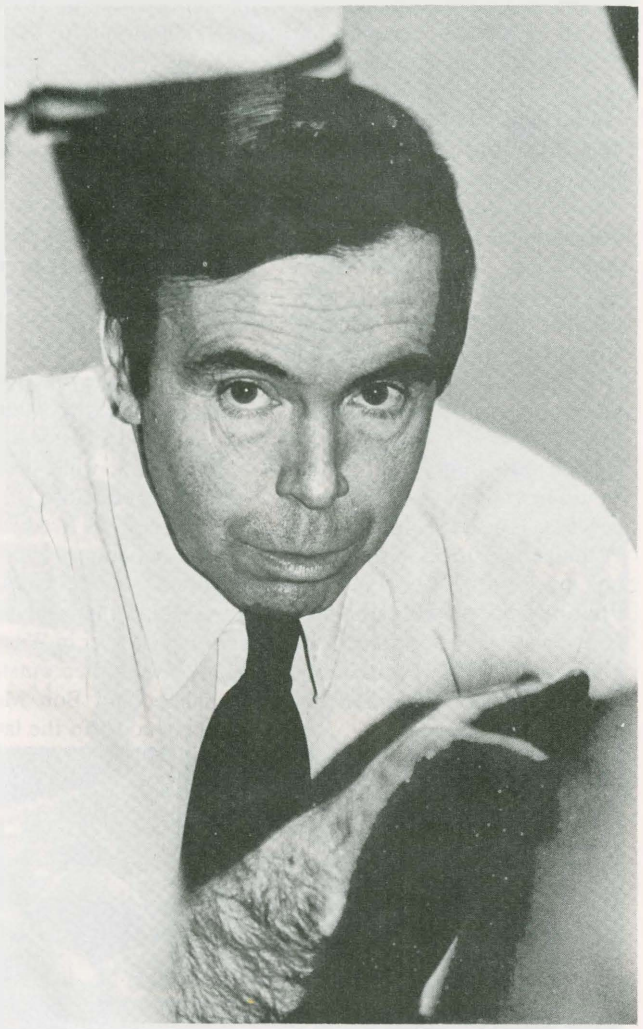
Katzin: It's a people thing...theater has made me open up because it's a communication form.

Bauer: It seems to combine all the art forms and humanities — it draws from life.

Oberthal: It's art — it's basically art...at least that's what it should be.

Lindfors: If anything, it makes me more confident — because it has to, if you're going to do it.

Murphy's magic — more than just winning games



by Mike Lombardi

On Saturday evening, December 10, prior to Hamilton's men's varsity basketball game versus Manhattanville College, a very special game was played at the Fieldhouse. The event was an alumni basketball contest pitting the "Buff" squad, a group of 1981-1983 graduates, against the "Blue" team, comprised of 1977-1980 graduates.

Organized by Hamilton Coach Tom Murphy, the game was simultaneously hard fought and light-hearted, and the final score — an 86-77 victory by the "Buff" team — was inconsequential. The importance of the game besides the reuniting of old teammates, was the statement it made about the Hamilton basketball program, as well as the college.

The recent rash of negative publicity surrounding college athletics has revealed some shocking and sad stories of recruiting violations, academic fraud, non-graduated athletes, and even the nauseating instance of a major college basketball player who received his diploma — yet could not read. However, in these times of "win-at-all-costs" mentality at the college level, the alumni game was a proud display of some of Hamilton's greatest basketball players, who excelled not only as college athletes, but

who have become successful in their post-graduate endeavors.

During the past eight years, Coach Murphy's Continentals have the highest winning percentage (.821) of any college program regardless of division, sporting a phen ominal 80-37 record. Hamilton has frequently been ranked in the top ten in the nation, and have probably been denied a national championship only because they are not allowed to compete in the NCAA tournament due to their affiliation with the North Eastern Small College Athletic Conference. In addition, Hamilton has produced four All-Americans — Cedrick Oliver '77-'79, John Klaughberg '78, Charles Robinson '82, and Ron Evans '83 — plus a National Division III Player of the Year, Oliver, who won the award twice.

Such an impressive record would be enough to satisfy most coaches, but not Tom Murphy. "I judge my success as a coach not by record," he revealed, "but by what the kids are doing five or ten years after they graduate. That's when I decide if I'm a successful coach or not."

If that is indeed Murphy's criteria for coaching success, then one would be hard pressed to find a more successful coach in college basketball. In his thirteen years at Hamilton, only two of approximately 170 varsity players have failed to graduate, and nearly all have experienced success in their chosen fields. Although the alumni match included only twenty of Murphy's former players, they formed a superb example of what Hamilton basketball, and Hamilton College, are all about.

The "Blue" squad contained 1977 graduates Brian Coombs, Mark Rybarczyk, and Bill Tarbell. Coombs, who scored 1224 career points and holds the seventh slot on the Hamilton career scoring list, works for an insurance company in Houston, Texas. Rybarczyk, who also works and lives in Houston, is in labor relations, while Tarbell is employed by Utica Mutual and lives in New Hartford.

The only 1978 graduate to participate was Kevin "Ozzy" Osborne, a scrappy forward who displayed more paunch than punch in the alumni battle, but was a vital cog in Murphy's 23-3 1978 machine that was ranked second in the nation. Although Osborne, a lawyer in Washington D.C. was the lone 1978 graduate present, two other outstanding players from that class, John Klaughberg and Bob Malaby, also made the jump from the basketball court to the law courts in our nation's capitol.

Klaughberg, a 6'2" guard, is Hamilton's second leading career scorer with 1997 points. In his senior year he averaged 21.7 p.p.g. and was named a second team All-American, as well as an Academic All-American, Co-New York State Division III player of the year (with Oliver, who was also a first team All-American), and received a NCAA scholarship, which is awarded to outstanding student-athletes.

Malady, a 5'11" point guard and sensational passer, transferred to Hamilton from the University of Michigan where he played ball for the Big 10 Wolverines. While at Hamilton he set the single-season assist record with 235 in 1978 and is third on the all-time list even though he only played two seasons.

When you think of the class of 1979, or Hamilton basketball for that matter, one name comes up — the legend of College Hill Road himself, Cedrick Oliver. In his four years on the Hill, Oliver became the Hamilton scoring leader with 2356 points, grabbed 1316 rebounds and shot .621 from the field. His single season records include 683 points (26.3 p.p.g.), 367 rebounds (14.1 r.p.g.) and a .652 field goal percentage. He also once scored 52 points in a game against Cortland State.

These gaudy statistics did not go unrecognized as Oliver was a three time first team All-American, National Division III Player of the year twice, and New York State Player of the Year twice. He topped off his brilliant career by being a fifth-round draft choice of the NBA Atlanta Hawks, a remarkable feat for a Division III athlete. Today, Oliver is an account representative with the Avon Corporation in Kansas City, Missouri.

Other senior members of the 1979 squad, which finished 23-3, who played for the "Blue" were John Magee, Bob Johnson, Bill Southworth, and Robin "Shy" Jackson. Magee, a quick point guard, recorded 223 assists his senior year, placing him second to Malaby on the single-season list. A New Hartford resident, Magee works for Bristol Meyers. Johnson, a tough rebounding forward, works in labor relations in Syracuse, while Southworth is in his final year of dental school at Tufts University.

"Shy" Jackson, a guard and brother of former Hamilton star Willie Jackson (second in career assists), works for the Rome, New York Developmental Center and has his sights set on becoming a state trooper. The only 1980 graduate to return to Clinton was Keith Whalen, who captained the 1979-80 Continentals. After graduation, Whalen earned his MBA and is working in Hasbrook Heights, New Jersey.

The "Buff" squad, although not out in the "real world" as long as their opponents, possesses impressive credentials of its own. 1981 graduate Kevin Grimmer is perhaps Hamilton's second most celebrated hoopster. Third on the career scoring list with 1500 points, Grimmer also ripped down 1199 career rebounds — plus 344 his junior year — both second behind Oliver. The 6'7" center is now the owner of the Sport-A-Bout Sporting Goods Store in New Hartford and resides in Clinton.

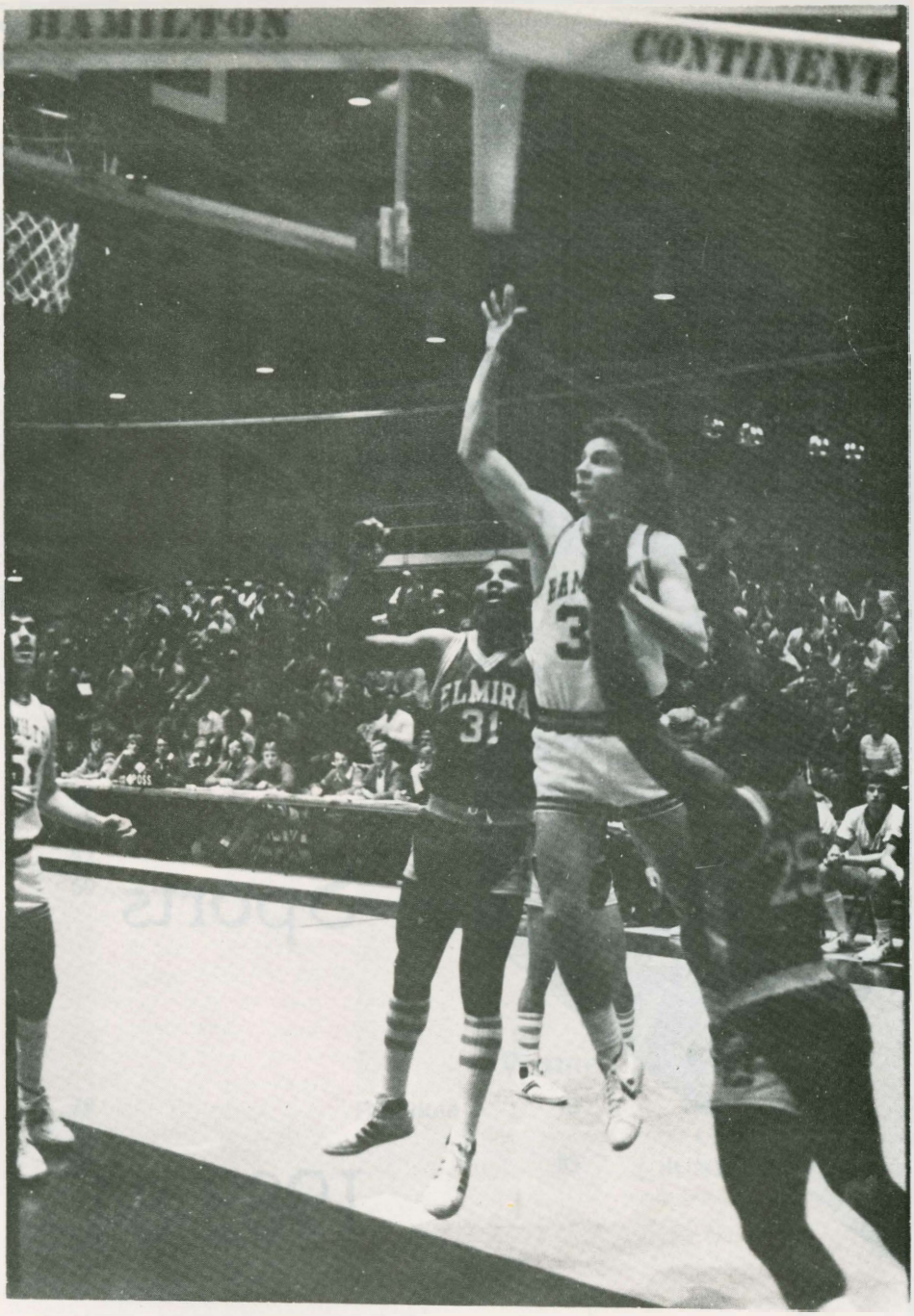
1981 graduates joining Grimmer on the "Buff" team were Bruce "Doc" Weir, and Pete Masci. Weir, known as "Mr. Defense" throughout his career, works for the Bank of Florida in St. Petersburg. Masci, renowned for his kamikaze play, is in dental school at Georgetown University.

Bill Ackerman was the lone returnee from the 1982 degree holders. "Ack" was a long-range bomber who enjoyed a superb senior year as Coach Murphy's "sixth man," contributing many key baskets (as well as missing a few lay-ups along the way!). Ackerman works in the operations division for the Bank of New York.

When they enrolled in 1979 I'm sure not even Coach Murphy realized exactly how good this class was. In their senior year, the class of 1983, led by All-American forwards Ron Evans and Charles Robinson, was 23-3 and ranked third nationally.

Evans, a 6'2" forward with remarkable jumping ability, produced 1359 points (fourth career wise), 778 rebounds (fifth), 419 assists (fourth), and owns the Hamilton career record for blocked shots with 100. An All-American choice his senior year, Evans works at the Hayes National Bank in Clinton and lives in New Hartford.

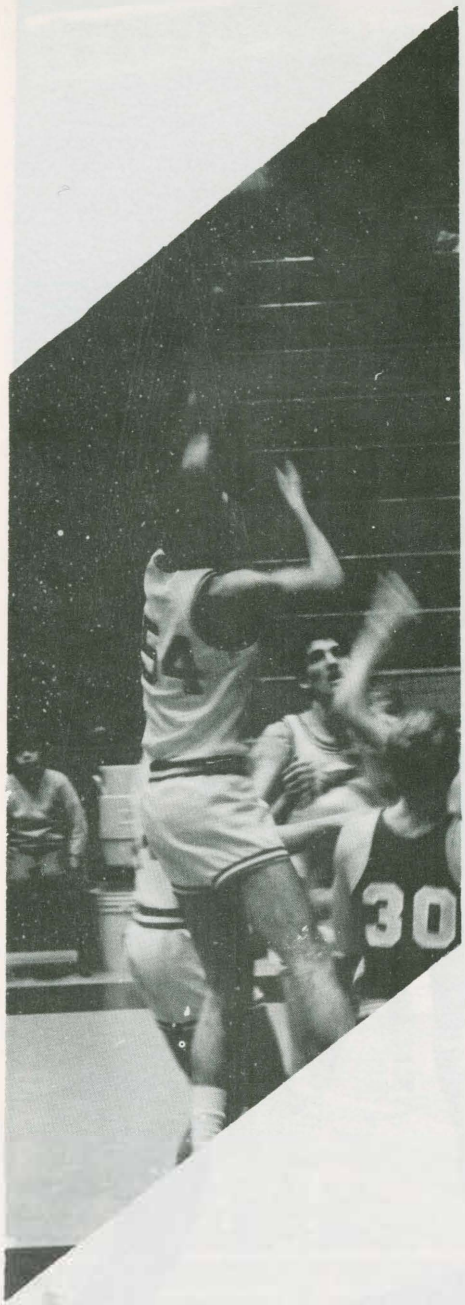
Robinson, a bulking 6'5" forward, ranks sixth in career points with 1301 and fourth in rebounds with 960. The 1982 second team All-American is presently working to complete his degree requirements at Hamilton. Other members of this prolific class who returned to the Hill were starters Bob Kiely, Bill Cohen, and Mark Burnham, as well as reserve forward Doug Trout. Kiely, Hamilton's career assist king with 511, is an investment analyst with Dean Witter in New York City. Cohen, a deadly outside shooter, is employed in the missle tracking division of the Raytheon Corporation in Bedford, Massachusetts.



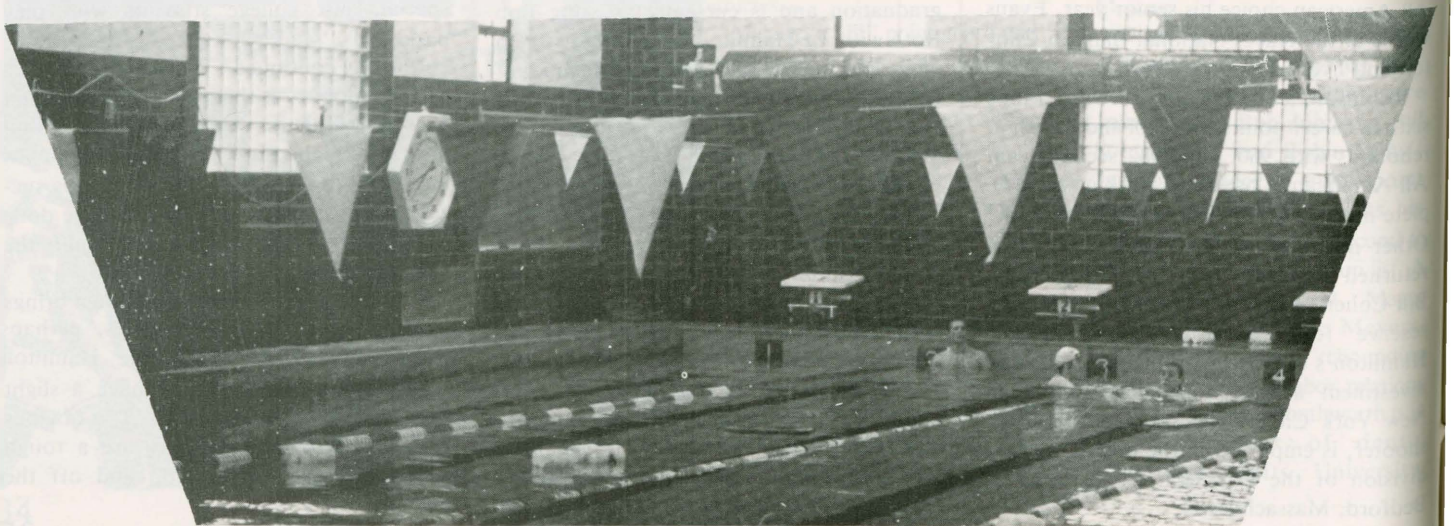
Burnham, a 6'5" center, travelled after graduation and is currently assisting Bob Roth with the Hamilton junior varsity team while looking for job. The final member of last year's outstanding team who returned was Doug Trout. A forward, and an immensely popular player, Trout is working towards his M.S. at the Johns Hopkins School of Public Health. Only the participants in the game have been mentioned, but the list of Hamilton basketball players who equalled or surpassed their court success is immense. When asked about the reasons for is players' post-Hamilton acheivements, Murphy commented, "Of course most Hamilton students do well when they leave. The school only admits athletes who are quality students. We have a cross-section of the student body in our program. They're not special, just college students who play basketball."

Murphy continued : "However, I do feel there is more to it than that. I believe that sucessful athletes will become successfull later in life because they learn discipline and they learn to win. Sucess breeds success. If they learn it here, then I've done my job. I feel that my players exemplify the value of athletics."

While a Hamilton education often brings career success to its graduates, perhaps those students who combine Hamilton College with Tom Murphy have a slight edge when they leave the Hill. It is obvious that Hamilton and Murphy are a tough combination to beat — on and off the court.



Winter Sports 1983-84



Winter Sports Standings

Men's Basketball (11-0)

Hamilton	87	Williams	80
	85	Wesleyan	73
	80	Elmira	68
	88	R.I.T.	75
	90	Manhattanville	71
	76	N.Y. Maritime	76
	90	Manhattanville	76
	69	Clarkson	53
	72	St. Lawrence	54
	63	Binghamton	62
	107	Oswego	72

Women's Basketball (4-5)

Hamilton	59	Geneseo	64
	85	SUNY UTICA	65
	46	Rochester	60
	51	Hartwick	88
	67	Skidmore	43
	59	Williams	45
	51	Colby	77
	49	Williams	52
	86	R.P.I.	69

Men's Track

Hamilton	529	Williams	59
		Union	49
Hamilton	59	Alfred	75

Women's Swimming (2-3)

Hamilton	74	Wells	64
	63	Hartwick	35
	27	Williams	113
	50	St. Lawrence	63
	40	Potsdam	63

Men's Swimming (2-2)

Hamilton	55	Hartwick	30
	44	Hobart	69
	22	Williams	90
	64	St. Lawrence	48

Women's Squash

Hamilton	5	SLU	2
	0	Middlebury	7
	6	Colgate	1
	5	Cornell	2
	0	Williams	7

Men's Squash

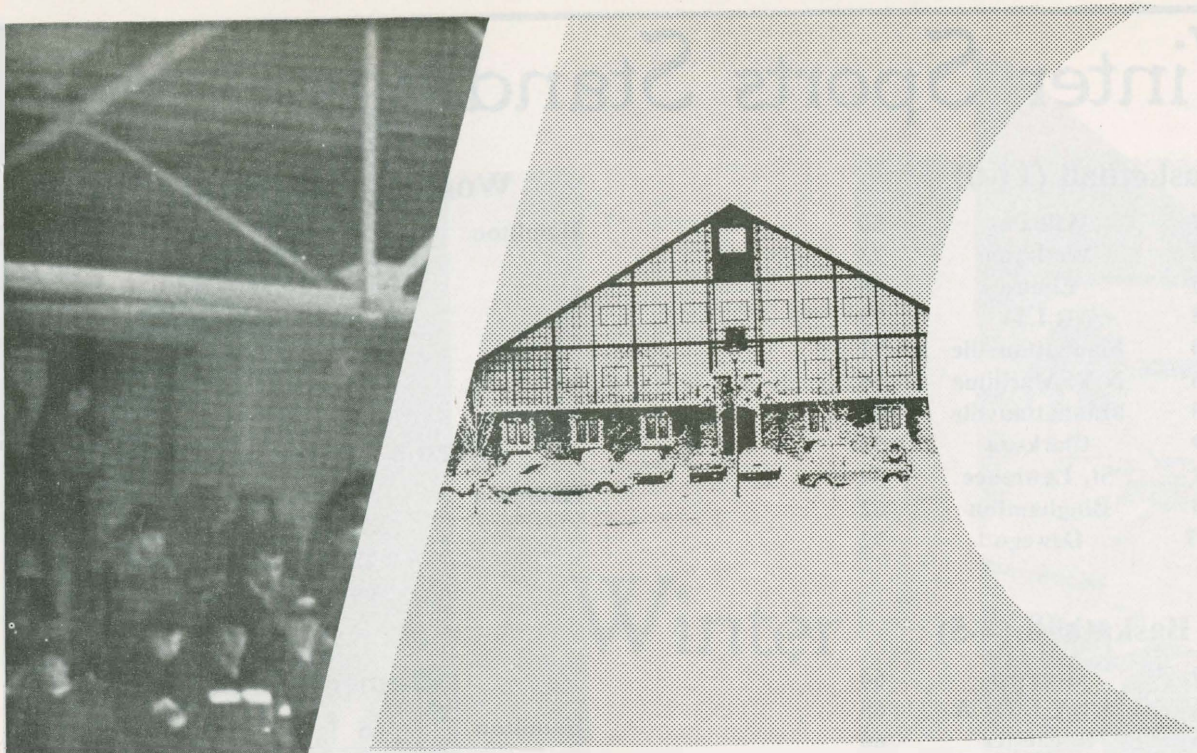
Hamilton	0	U. Roch	9
	6	Hobart	3

Women's Track

Hamilton	74	Williams	13
		Union	13
	85	SUNY Utica	65

Men's Hockey (6-8)

Hamilton	4	UConn	5 (OT)
	4	Middlebury	6
	1	Norwich	13
	8	Brockport	4
	6	Lake Forest	7 (OT)
	5	Wesleyan	4 (OT)
	2	Williams	3
	8	U. of Buffalo	0
	2	R.I.T.	8
	4	Elmira	3
	4	Potsdam	2
	2	Geneseo	4
	3	Holy Cross	4
	6	North Adams	5



Sage Rink

Sage Rink — the tradition of Hamilton hockey:

From Prettyman to Batt to Grady

by John Webber

When William Shakespeare wrote, "What's in a name? that which we call a rose/By any other name would smell as sweet," he was not specifically referring to ice hockey and Hamilton College, but he could have been. The two have been synonymous for over sixty years. Hockey has taken a back seat to Coach Tom Murphy's basketball machine in recent years, but its prominence on the Hill has not diminished. In an era of great change in and around Clinton, hockey remains a steadfast feature of the community. So much so, in fact, that only two people have ever coached the Continentals. At the heart of the Hamilton hockey tradition lies the Sage Rink, one of the finest collegiate arenas in the country and a must on any pre-frosh's tour.

Completed in 1922, Sage Rink is believed to be the first indoor rink in the nation. It stands as a memorial to the efforts and enthusiasm of Albert I. Prettyman, the originator of ice hockey at Hamilton (whoa, the screen suddenly gets blurry and we're drifting back in time...). When Prettyman came to Clinton in 1917, the College barely had a sports curriculum, let alone a hockey team. Hamilton had varsity sports in football, baseball and track only. The Soper Gymnasium, way past its prime, was practically a museum piece; its 20'X40' pool took in mud and lost water.

Prettyman introduced hockey to the student body in 1918. A handful of interested students flooded the tennis courts (both of them) and thus had themselves a rink. The next year, Prettyman booked 11 games. Over the following three years, the squad fared extremely well, including the historic undefeated season of 1921.

Enter the "Money King," Russell Sage, Although not regarded as a Robber Baron, the Albany industrialist had amassed a huge bank account. Known as the "wise old owl of Wall Street," Sage was a classic "rags to riches" story. He established the Russell Sage Foundation before he died in 1906, from which his wife gave $1,000,000 to Hamilton. With the success of the hockey program and Prettyman's persuasiveness, the Alumni decided to use $130,000 of the philanthropist's donation to erect an indoor ice palace.

The Hamilton hockey program quickly became one of the most respected in the country. Their schedule included such powerhouses as Princeton, Harvard, Boston University, and Army. Besides possessing "one of the best rinks in the collegiate ranks," the Continentals turned out some of the nation's best hockey talent. "Prettyman's Pucksters" were led in those early days by the Thompson brothers, Watson '23, Russell '25, and Willis '29. In fact, Russell scored the first goal ever in Sage Rink. They became legends throughout the East. In one game against Buffalo, for example, Watson tallied an incredible 12 goals.

It must be remembered, however, that the game was dramatically different in those days. The squad itself averaged under ten players, often using only one line per game (compared to the modern four line system). The rinks they played on were unpredictable; the Army ice in 1922, for instance, lacked sideboards, and the 1921 contest at the University of Buffalo was cancelled because of "poor ice." Ice cleaning was also rather primitive — fraternity members were assigned by house to shovel the rink in between periods.

Hamilton, though, was far ahead in its hockey program than most other small colleges. Without a doubt, the House That Prettyman Built and Coach Prettyman himself were the College's distinguishing features. Prettyman was chairperson of the Rules Committee on Ice Hockey of the National Collegiate Athletic Association, coached the U.S. Olympic team in 1936 and received the honorary degree of Doctor of Hockey from the NCAA. It was also under his leadership that Hamilton became one of the first colleges to give faculty status to its entire coaching staff.

In 1948, Greg Batt, a '43 graduate of Colgate University (where he had an outstanding collegiate career, including being the player/coach during Colgate's only undefeated season), took over the reins as Hamilton's hockey coach. Since then he has coached in over 700 games and tutored four All-Americans and countless ECAC All-Stars. "I've never regretted coming here," comments Batt. "I have enjoyed my tenure at Hamilton immensely."

In 1980 Batt was presented the prestigious Founders Award for his contribution to college hockey. Indeed, Batt has influenced hockey on the Hill profoundly, consistently producing solid, competitive teams. Called by some the Dean of College Hockey, Batt exemplifies the true spirit of the game in a gentlemanly fashion.

During Batt's tenure at the College, the Sage Rink has been upgraded on several occasions. In 1952 artificial ice was installed and during the '70's new ice making equipment, a new roof, new lighting, and glass were added. A Zamboni was also purchased.

Sage's traditional beauty has not changed a bit, though. The entire place reeks of tradition, everything from the quasi-Gothic east facade to the Longines clock on the back wall to the players' door on to the ice. Another traditional feature of "the Pit" (as it was affectionately known in the '60's) is the air temperature, or lack thereof. As Coach Batt says, "We'll never be accused of not paying our heating bills." Batt tells a story about a game against R.P.I. in which it was so cold that the puck, upon hitting the goal post, shattered in half (since part of the puck crossed the goal line, it was ruled a legal score).

It is the cock-fight layout, however, that makes Sage Rink a special hockey arena. Not pushed away from the action as in most hockey pavilions, fans are practically on the ice. It allows the crowd to become part of the game, as the "DKE corner" attests. According to Ben Madonia '74, "it's a hellava home ice advantage." Certainly the fans can affect the attitude and atmosphere of any given game. "You're surrounded by fans," explains senior co-captain Mike Marta. "It's tough on the opponents, especially the goaltenders. They take a lot of verbal abuse." In the late '60's, West Point refused to play in Clinton because of crowd rowdiness. Referees, the other victims of harassment, certainly don't relish assignments in Sage either.

From the student's point of view, it's an excellent place to let loose some academic aggression. Hamilton spectators are notoriously placid elsewhere, sitting passively with their hand folded and clapping appropriately. The sheepskin comes off in the Pit, however, and a crazed hockey fanatic emerges. Proximity to the game is part of it, but because everyone stands, possibly leaning over the rail, the intensity is doubled. And when the crowd reacts to a play, the noise rolls through Sage, sounding like a runaway locomotive.

With such a historical backround, Hamilton thus enters into a new era of hockey. Next year, Phillip Grady will assume head coach responsibilities, only the third ever on the Hill (although in 1947 Hopp Rudd temporarily filled in as an interim coach). According to Marta, "Coach Grady has a lot of enthusiasm and some great ideas." Already Hamilton's style on the ice is changing. Time will tell what other changes will take place in the near future.

No matter, because the Sage Rink will still be here. The tradition will continue.

Eating out with *The Spectator*

A guide to brunch places around Clinton

by Miranda Kolbe

We began our tour of the brunch spots in the area with a visit to the Colgate Inn. Having heard its virtues touted by distinguished alumni, students, and parents alike, we had high expectations for a gourmet dining experience.

As we drove up to the Inn, we saw it all as we had expected it to be. Set across from the Town of Hamilton's village green, the inn is large and white, with pillars before the doorway. Charming, gracious, and all the other adjectives your mother has taught you to describe such a place really do apply. The doorway opens to a large entrance hall in which a wooden staircase winds to the second and third floors. And to the side of the entrance is another room, with couches and chairs filled with hotel guests immersed in conversation or the morning papers.

Joan and I were quickly led into what appeared to be the ugliest room in the Inn. It had wall-to-wall carpeting of the indoor/outdoor variety (no dirt spots!), panelling, brickface, and even a mural painted by an artist who has since graduated to "environment scenes" for jacuzzi clubs in the Midwest. The bar is complete with deer heads and dark wood, strangely reminiscent of hunting lodges and men with guns. Clearly the proprietors of the inn had been dissatisfied with a single interior decorator. We guessed it must have taken at least four to create such an effect. The atmosphere was completed with a roaming violinist, ready to play sad and tender melodies for any customer willing to tip him more than a quarter.

However, Joan and I were in good moods and weren't going to let this spoil our day. The coffee was served, the waitress was friendly, and all was in readiness for a morning of dining pleasure.

The buffet table ran from wall to wall, covered with food ranging from bagels to roast beef to salad items. Joan, the token vegetarian, filled her plate with eggs, a

bagel, and samples from the salad bar. Representing the carnivorous side of things, I tried the pickled herring, the roast beef, and the eggs as well.

Despite its appetizing appearance, the food was uniformly lukewarm, and our spirits were low as we had discovered there was no complimentary champagne. Joan began to bitch about her cold eggs, and we ordered a couple of Bloody Marys to appease ourselves.

Perhaps the worst blow of the day was after we had picked at our eggs, drank our coffee, and guzzled our Bloody Marys. when we returned to the buffet to find the only dessert offered was a pastry reminiscent of ARA leftovers.

The Colgate Inn simply isn't worth it. For $7.50 per person plus drinks, you could have seven breakfasts at Holland Farms and a beer at Dowlings. You could also save yourself a half-hour drive out of your way.

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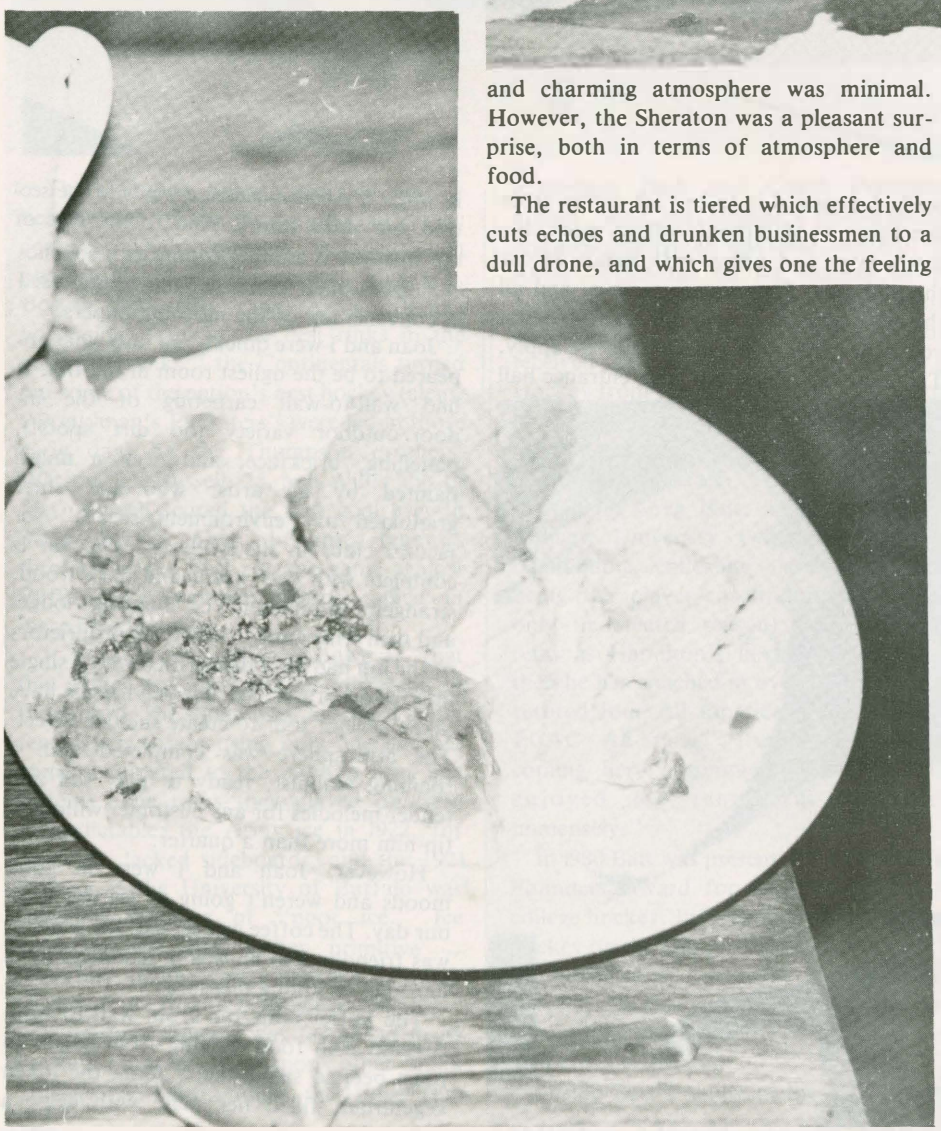
Our second outing was to the Sheraton, home of Utica's visiting businesspeople, as well as the New York State Beauty Pageant. Needless to say, our expectation of a quaint and charming atmosphere was minimal. However, the Sheraton was a pleasant surprise, both in terms of atmosphere and food.



The restaurant is tiered which effectively cuts echoes and drunken businessmen to a dull drone, and which gives one the feeling of privacy in a large room. There are plants galore and wicker furniture. Some of the tables were set with opposing wicker loveseats — the maitre'd had the intelligence to direct us away from a place where we would feel compelled to hold hands and ogle one another.

Champagne arrived almost immediately, much to our relief after the previous week's near to teetotalling experience. The traditional brunch fare was present in much quantity (and warm), along with lasagna, italian sausages, macaroni and cheese, and a salad bar that went well beyond the call of duty.

Having filled our plates to the brim, Dave, Joan and I settled in for a relaxing start to the day. We had absolutely no complaints. The coffee arrived a bit late, but with it came an apology, and our cups were refilled soon after without hesitation.

To top the meal off was a selection of desserts ranging from German chocolate cake, to pastries, pies, and ice cream sundaes (make it yourself). The cake was so good I even brought home a piece for my roommate. And Dave, upon digging into

his hot fudge sundae said, "Yummy, I've never had anything like it in my life."

Good show. For about $9.00 a person you can have a meal to last you for an entire day, or two, and warmth in your heart, and a spring in your step to last until the next week's trip.

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Our third trip was to the Aylesbury, located on Rt. 5 in nearby New Hartford. Warning to early risers: Aylesbury's brunch does not begin until 12 noon on Sunday. For the later risers, the meal continues until 5 pm.

The restaurant was practically deserted when we arrived at 11:30. Fortunately, the maitre'd was flexible, and allowed us to be seated almost immediately. We sat in a small room off to the side of the restaurant, and while we awaited our server, we had an opportunity to read through some of the many books in the bookshelves which line the walls.

Proper Health for Young Girls and Boys was a highlight of our biblioventure. Here we learned useful things such as how to lift a chair without straining one's back and that one should never leave an unwrapped candy bar on the back of the toilet when one is going to the bathroom.

Our waiter arrived with champagne and coffee, and the buffet had begun. On display was an assortment of the traditional brunch offerings — herring, bagels, roast beef, eggs and bacon — along with a salad bar which, unfortunately, specialized in jello-molds of strange colors and textures. I was not willing to risk my good mood by trying any of these.

The food was plain, but well prepared, and there was plenty to please both gourmet and gourmand. To finish off the meal, dessert was home-made ice cream (vanilla) with all the fixing for a great make-your-own sundae. They also had bananas fried in hot oil with nutmeg seasonings. We all took a handful of after-dinner mints instead.

For about $7 per person, the Aylesbury is not bad. It's not great, but it's not bad.

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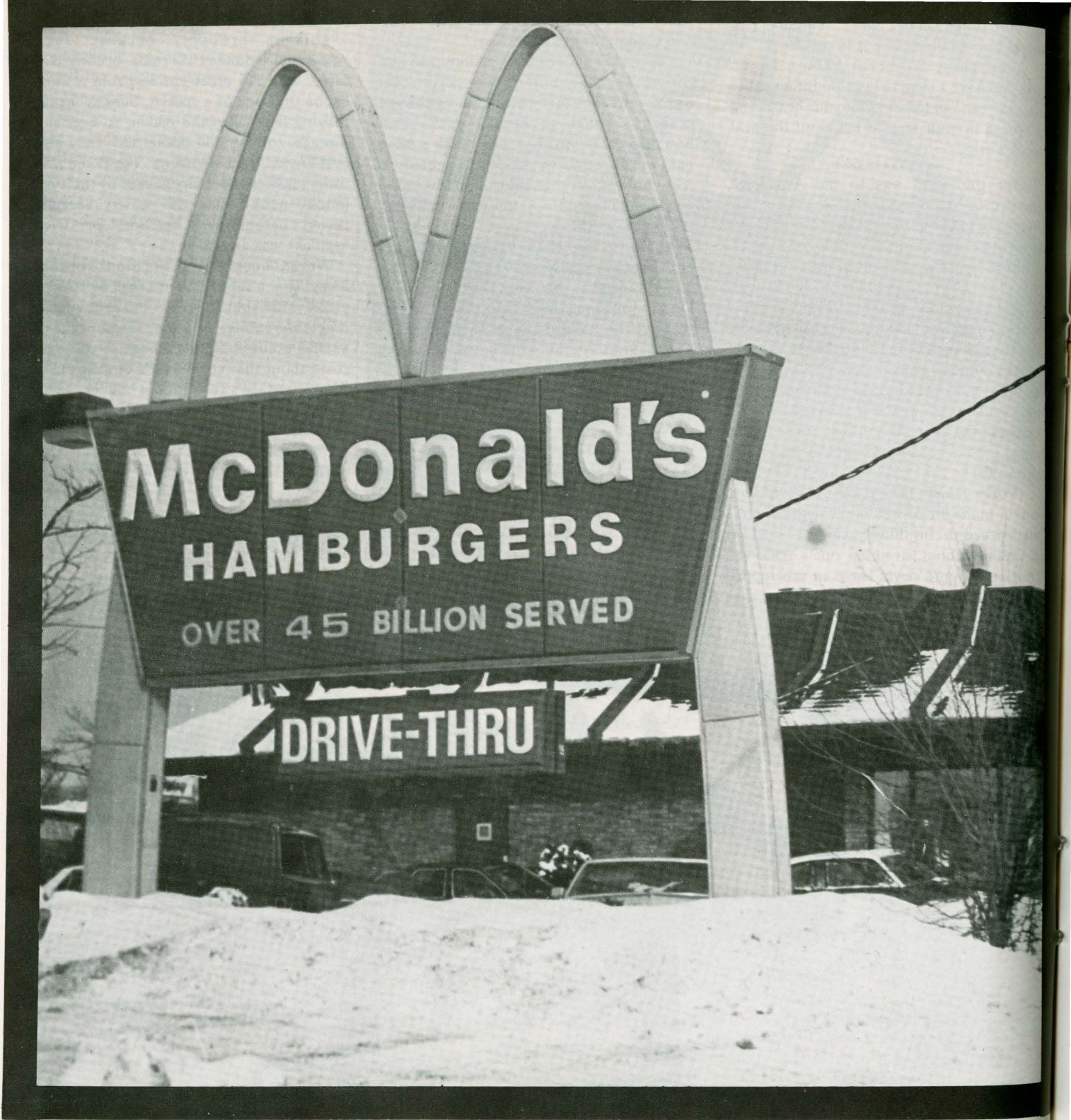
Our final venture was to Jack Appleseed's, located right next to McDonald's on Rt. 49 in Utica. Jack Appleseed's is renowned for its tacos and two-for-one happy hours, but we had never heard of anyone who had attempted its brunch in the past.

This is probably because Jack Appleseed's Sunday morning brunch is a farce. One can order entrees from a short list on the back of a special, Sunday menu, ranging from eggs and bacon, to eggs and sausage, to eggs and homefries. They also had French toast. However, one could also order lunch without any hassles by this time (about noon). For the variety seekers, tacos, hamburgers, nachos, or fried eggplant was an option.

We all stuck to the traditional brunch items, which ranged from about $3 to $5 a piece. This sounds okay, but everything, note, *everything*, is extra. Champagne is $2.95 a bottle — not a bad deal as J. Roget costs about that at Weaver's downtown — Bloody Mary's are about $2.95 each, orange juice is 85 cents, English muffins are 50 cents, and on and on.

The food was served in fairly large portions, and the people were pretty friendly. They also have backgammon tables in case your food is slow in arriving. My biggest quibble with the service at Jack's was their reference to Dave as "sir." It's hard to take this place seriously.



And then there's...

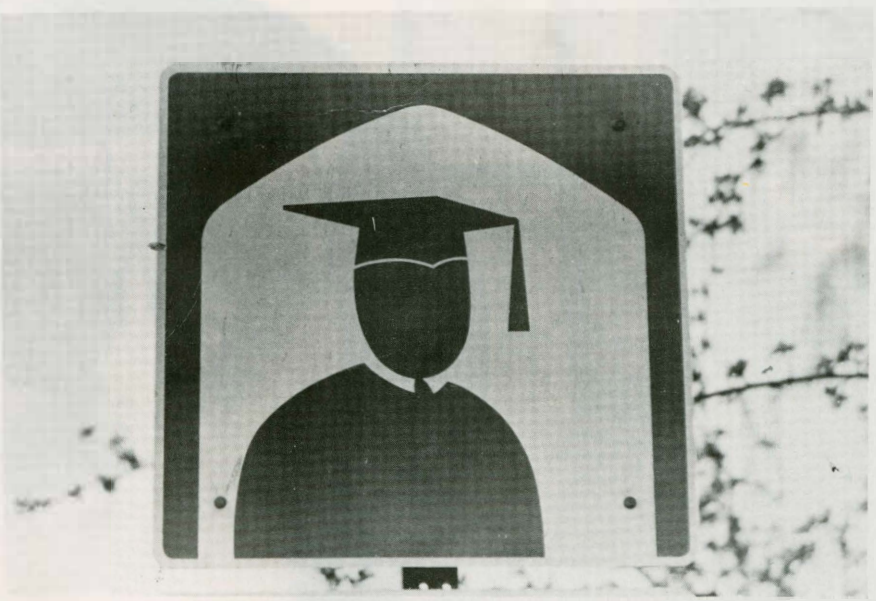
A final note

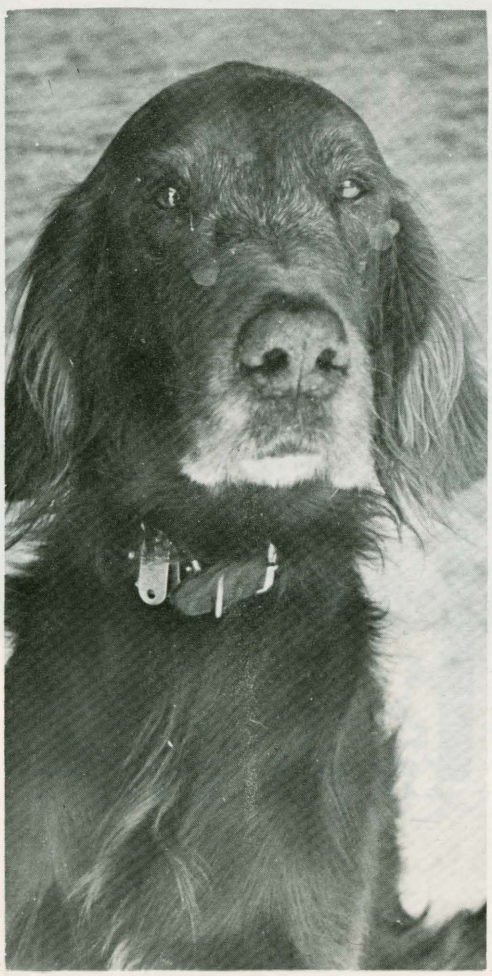
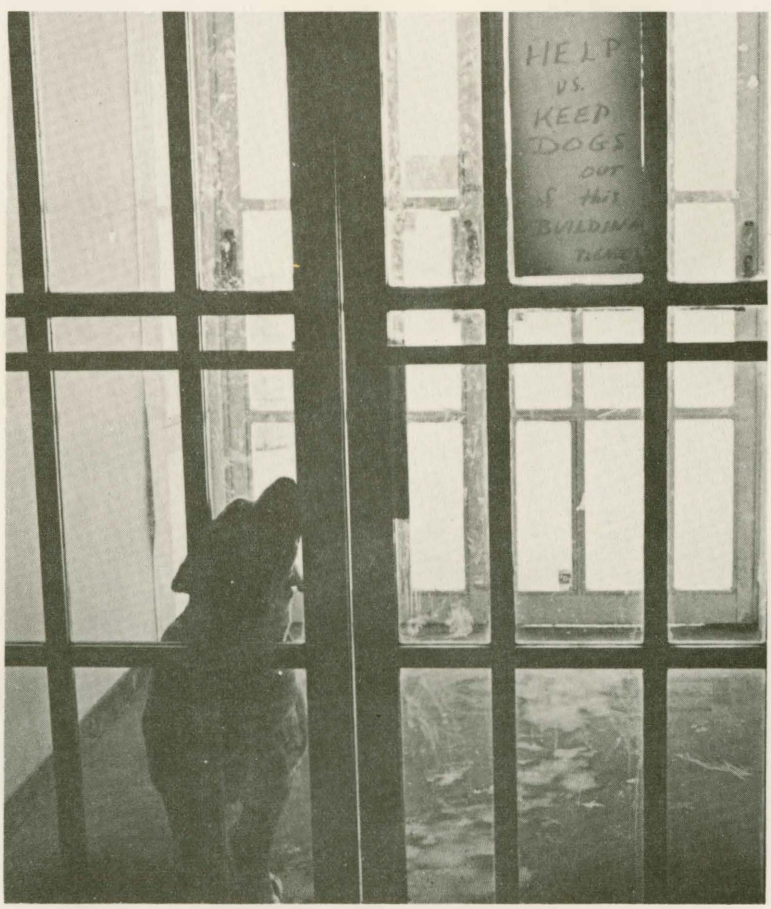
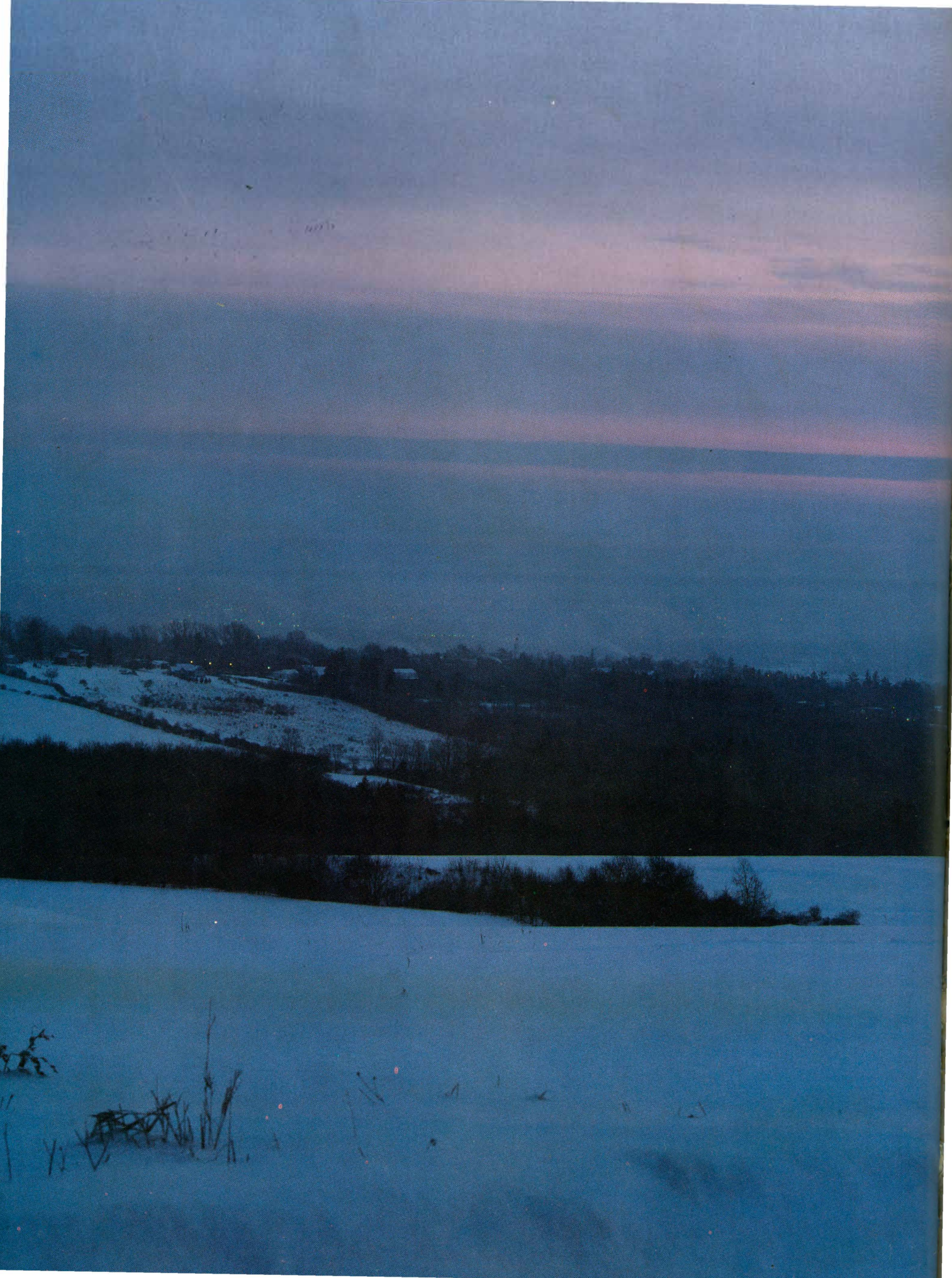
As we enter the spring term, it might be a good idea to glance back quickly at the previous three springs some of us have experience here. The general mood of those times? discontent, unrest, violence, factions and a consensus of disagreement.

Is spring at Hamilton a time when the campus divides — as though it were a natural rite of passage? Is spring at Hamilton a time when we all let loose our pent-up aggressions from the winter? Or is it just a case of the sun (remember that warming object?) getting to people's heads?
— by the way, why does the College refuse to install adequate lighting for our roads and paths?

The past three spring terms have proved one point: Hamilton students will become active on occasion. The point is made, however, at the expense of sanity. Instead of trying to understand each other's arguments, we immediately plunge to the attack — prepared to humiliate the "opponent" at whatever cost to human dignity.
— by the way, why do fraternities continue to exist here in their present form?
— why hasn't Hamilton recruited more minority students?

So, yes, keep questioning and agitating and liberating — quieting you is not the point of this brief piece. Let's conduct future exchanges not through the pages of *The Spectator* or through violence, but through more helpful forums.
— why are women constantly harassed here?
— why is there so little administration-student interaction?





Dog (and Cat) Day Afternoon